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ABSTRACT

This manual is designed as a technical resource to explain the accountability system used by the Texas Education Agency (TEA) to evaluate the performance of public school districts and campuses. The system integrates district accreditation status; campus ratings; district and campus recognition for high performance and performance improvement; and campus, district, and state-level reports. The manual, part I, addresses the 1996 rating process, special circumstances, and other information relevant to the system. It also provides a blueprint of the 1997-2000 accountability systems so that schools and districts will have advance notification of future standards. It conveys all information necessary to computer 1996 ratings and acknowledgements. Section 1 outlines the philosophy underlying the system and describes the system components. Accountability criteria and standards are explained in the second section. The three basic indicators include the Texas Assessment of Academic Skills (TASS) performance in reading, mathematics, and writing; the dropout rate; and the attendance rate. The remaining six sections highlight special issues and exceptions; other elements of the system; how to determine 1996 ratings and ackn owledgements; system safeguards; local responsibilities; a blueprint of the 1997-2000 accountability systems; and additional information. Four tables and a sample pairing form are included. Appendices contain statutory requirements, commissioner of education rules, contact information, and acknowledgements. (LMI)

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ED 460 419

1996 Accountability Manual

The 1996 Accountability Rating System for Texas Public Schools and School Districts and Blueprint for the 1997-2000 Accountability Systems

PART 1

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1996 Accountability Manual

The 1996 Accountability Rating System for Texas Public Schools and School Districts and Blueprint for the 1997-2000 Accountability Systems

PART 1

Texas Education Agency
Office of Policy Planning and Research
March 1996

1996 Accountability Manual Part 2 will be mailed to school districts in early May 1996 to provide information on Comparable Improvement. Information in Part 2 is not necessary to compute 1996 ratings and acknowledgments.

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Section I— Introduction

The *Accountability Manual* is designed as a technical resource to explain the accountability system used by the Texas Education Agency (TEA) to evaluate the performance of public school districts and campuses. This system integrates district accreditation status, campus ratings, district and campus recognition for high performance and performance improvement, and campus, district, and state-level reports.

This manual, *Part 1*, addresses the 1996 rating process, special circumstances, other accountability system components, and other information relevant to the system. In addition, it provides a blueprint of the 1997 - 2000 accountability systems so that schools and districts will have advance notification of future standards. It conveys all information necessary to compute 1996 ratings and acknowledgments.

Part 2 to the manual will be published by May 1996 to provide educators with information on Comparable Improvement, a statutorily required measure to be piloted on the 1996 Academic Excellence Indicator System (AEIS) reports. **Information provided in *Part 2* will have no effect on how the 1996 accountability ratings are determined.**

System Philosophy

Guiding Principles

Since 1993, the Texas Education Agency has worked closely with public school personnel and others to develop an integrated accountability system. The system is based upon a number of guiding principles. These are:

- **Student Performance**
  The system is first and foremost designed to improve student performance;
- **Recognition of Diversity**
  The system is fair and recognizes diversity among schools and students;
- **System Stability**
  The system is stable and provides a realistic, practical timeline for measurement, data collection, planning, staff development, and reporting;

Guiding Principles (cont.)

- **Appropriate Consequences**
  The system sets reasonable standards for adequacy, identifies and publicly recognizes high levels of performance and performance improvement, and identifies schools with inadequate performance and provides assistance;
- **Statutory Compliance**
  The system is designed to comply with statutory requirements;
- **Local Program Flexibility**
  The system allows for flexibility in the design of programs to meet the individual needs of students;
- **Local Responsibility**
  The system relies on local school districts to develop and implement local accountability systems that complement the state system; and
- **Public's Right to Know**
  The system supports the public's right to know levels of student performance in each school district and on each campus.

Components of the System

As stated previously, this system integrates district accreditation status, campus ratings, district and campus recognition for high performance, and campus, district, and state-level reports. The Academic Excellence Indicator System will serve as the basis for all accountability ratings, rewards, and reports.

Ratings

Districts receive an accreditation status and campuses receive a performance rating. For 1996, each district and campus will be assigned one of these ratings:

District Ratings

Standard	Special Circumstances
• *Exemplary*	• *Delayed*
• *Recognized*	
• *Academically Acceptable*	
• *Academically Unacceptable*	

Campus Ratings

Standard	Special Circumstances
• *Exemplary*	• *Alternative Education*
• *Recognized*	• *Not Rated*
• *Acceptable*	• *Delayed*
• *Low-performing*	

Indicators

Base Indicators are those indicators used for determining accountability ratings. For the 1996 accountability system there are three base indicators for all levels of ratings:

- Texas Assessment of Academic Skills (TAAS) performance in reading, mathematics, and writing;
- Dropout Rate; and
- Attendance Rate.

Additionally, districts and campuses may receive recognition on Additional Indicators: those performance assessments identified in statute, but not used to determine ratings. Any district or campus meeting all of the base indicator standards for at least *Academically Acceptable / Acceptable* is eligible to be considered for this additional acknowledgment.

The system allows for new indicators to be phased in over a number of years prior to use in the accountability system as base or additional indicators. In general, new indicators are benchmarked for one year, reported for the next two years, and used in the system for ratings or acknowledgments the fourth year. See Section IV, *Other Elements of the Accountability System* for more information on this process. Indicators may also be designated as "Report-Only," meaning that they will be reported on AEIS but not be evaluated against a state standard.

Rewards

Principals of high performing or improving schools may be rewarded through the Principal Incentive Program initiated by the new *Texas Education Code* promulgated in 1995. Monetary awards will be distributed to principals selected through this program. The highest performing districts and campuses are also exempted by statute from specific regulations and requirements. The Texas Successful Schools Award System (TSSAS), used in the past to reward schools, remains in statute but is no longer funded.

Reports

District and campus Academic Excellence Indicator System (AEIS) reports show performance on base and additional indicators as well as profile data items. Profile items are student, staff, and financial information which provide context for interpreting the performance results. Annual AEIS data serve as the basis for all accountability ratings, awards, and reports. Since TAAS testing now occurs in late spring, these reports are issued the following fall.

A second reporting component required by statute is the School Report Card. TEA provides each school with a custom School Report Card which it, in turn, must provide to each student's family. See Section IV, *Other Elements of the Accountability System* for more information about each of these reports.

Key Dates

Release dates for ratings, recognitions, and reports are identified below. A complete schedule of all events affecting the accountability system is provided in Section IX, *Additional Information*.

- August 1 — **Ratings for Traditional Calendar Schools.**
  TEA notifies districts and campuses operating on a traditional school calendar of final accountability ratings. Districts with 10 percent or fewer of their total students tested on the optional June TAAS administration in campuses operating on a year-round calendar receive a preliminary rating at this time. Districts and schools with more than 10 percent of their total students tested on the optional administration, or those with unresolved data problems, receive a *Delayed* rating at this time. Schools evaluated under the alternative education evaluation system are rated *Alternative Education*.
- September 1 — **Ratings for Year-Round Calendar Schools.**
  TEA notifies districts and campuses operating on a year-round school calendar of accountability ratings. Districts and campuses with more than 10 percent of their total students tested on the optional June TAAS administration in campuses operating on a year-round calendar receive a rating at this time and those which received a preliminary or *Delayed* rating on August 1 receive a final rating.
- October 15 — **AEIS Reports.**
  TEA issues AEIS reports to all districts and campuses.
- November 15 — **School Report Card.**
  TEA provides the School Report Card to all districts for each campus.
- to be announced — **Principal Incentive Program Notification.**
  TEA notifies principals of awards made through the Principal Incentive Program.

Section II — 1996 Accountability Criteria and Standards

Determining district accreditation status and campus ratings is a multi-step process. First, performance on the base indicators is evaluated against performance standards to determine an initial rating. Depending on that result, the district or campus may be required to meet additional performance criteria to maintain that initial determination, or perhaps to exceed it. These additional criteria are defined by the *Texas Education Code*. Performance standards on the indicators are defined by the commissioner of education.

Comparisons to the 1995 Accountability System

Although the base indicators remain stable, in 1996 higher standards are required for TAAS performance. Changes from the 1995 system are listed below.

Changes from 1995

Changes for 1996 from the prior year include:

- The district rating category names were modified by the new *Texas Education Code* promulgated in 1995.
- Additional categories of reported dropouts will be removed from the count at the state level before the rate calculation for accountability purposes is made.
- Performance of students attributed to identified privately operated residential treatment facilities will not impact district accreditation status.
- Alternative education schools opting for Optional Evaluation will be identified as *Alternative Education* rather than *Pending* as a rating category.
- The appeals process has been modified. (See Section VII, *Local Responsibilities*.)
- Additional system safeguards are being developed to assure the integrity of the accountability system. In particular, additional analysis of dropout data will be incorporated. Large percentages of withdrawals as compared to enrollment may identify a school for data inquiry.
- The Texas Successful Schools Award System (TSSAS) was not funded by the 74th Texas Legislature. Instead, performance awards through the Principal Incentive Program will be determined.

Changes from 1995 (cont.)

- For a rating of *Academically Acceptable* or *Acceptable*:
  - At least 30.0 percent of all students and each student group (African American, Hispanic, White, and Economically Disadvantaged) must have passed each section of the TAAS; and
  - Although an annual dropout rate of 6.0 percent or less must be demonstrated for all students and for each student group, special circumstances can be applied when a single student group exceeds 6.0 percent.
- For districts or campuses initially rated as *Academically Unacceptable* or *Low-Performing*:
  - For dropout rates exceeding 6.0 percent, Required Improvement will be calculated as a potential gate out of the lowest rating category. Required Improvement will be met if sufficient progress has been made to reduce the dropout rate to 6.0 percent in five years.

What Remains Stable

In spite of these changes, much of the Texas Public School Accountability System remains stable. After impact analysis and focus group advice, the following aspects of the system still apply in 1996:

- The individual student groups are unchanged. They are: African American, Hispanic, White, and Economically Disadvantaged.
- TAAS results used for accountability purposes will be based on the October subset of students, those non-special education students tested who were enrolled in the district as of October 27, 1995.
- The attendance rate standard of 94.0 percent is invoked only for total students in grades 1-12.
- The criteria for small numbers exclusions are unchanged. See Section III, *Special Issues and Exceptions*, for these criteria.
- The methodology for Special Analysis is unchanged. See Section III, *Special Issues and Exceptions*, for these criteria.
- The calendar for issuing ratings and reports is unchanged.
- The additional indicators and standards are unchanged.

The 1996 standards for each rating are presented in Table 1 on page 7.

Table 1: 1996 Accountability Rating Standards

	Exemplary †	Recognized †	Academically Acceptable / Acceptable	Academically Unacceptable / Low-performing
Base Indicator Standards				
Spring '96 TAAS • Reading • Writing • Mathematics	at least 90.0% passing each subject area *(all students & each student group•)*	at least 70.0% passing each subject area *(all students & each student group•)*	at least 30.0% passing each subject area *(all students and each student group•)*	below 30.0% passing any subject area *(all students and each student group•)*
1994-95 Dropout Rate	1.0% or less *(all students and each student group•)*	3.5% or less *(all students and each student group•)*	6.0% or less *(all students and each student group•)* ‡	above 6.0% *(all students or any student group•)* ‡
1994-95 Attendance Rate	at least 94% (grades 1-12) ☆	at least 94% (grades 1-12) ☆	at least 94% (grades 1-12) ϕ	at least 94% (grades 1-12) ϕ
Additional Performance Requirements				
Required Improvement	not applicable	for each TAAS subject area below 80.0% passing *(all students and each student group•)*, actual change between 1996 & 1995 TAAS meets or exceeds the change needed to reach 90.0% passing within 5 years	for each TAAS subject area with less than 30.0% passing *(all students and each student group•)*, actual change between 1996 & 1995 TAAS meets or exceeds the change needed to reach 50.0% passing within 5 years AND / OR for any dropout rate above 6.0% *(all students and each student group)*, actual change between 1994 & 1995 dropout rate meets or exceeds the change needed to reach a 6.0% rate within 5 years	for each TAAS subject area with less than 30.0% passing *(all students and each student group•)*, actual change between 1996 & 1995 TAAS is insufficient to reach 50.0% passing within 5 years AND/ OR for any dropout rate above 6.0% *(all students and each student group•)*, actual change between 1994 & 1995 dropout rate is insufficient to reach a 6.0% rate within 5 years

† A district cannot be rated *Exemplary* or *Recognized* if it has one or more *Low-performing* campuses.

• Student groups are African American, Hispanic, White, and Economically Disadvantaged.

‡ If a district or campus would be rated *Academically Unacceptable / Low-performing* solely because of a dropout rate exceeding 6.0% for a single student group (not all students), then the district or campus will be rated *Academically Acceptable / Acceptable* if that single dropout rate is less than 10.0%, and has declined from the previous year.

☆ Districts may appeal to use 1995-96 attendance rates if failure to meet the attendance rate standard is the sole reason that the district or one of its campuses did not earn the *Exemplary* or *Recognized* rating.

ϕ If failure to meet the attendance rate standard is the sole reason that a district would receive an accreditation status of *Academically Unacceptable* or a campus rating of *Low-performing*, then that requirement will be waived.

Base Indicators

The accountability system for 1996 will use spring 1996 and spring 1995 performance on the Texas Assessment of Academic Skills (TAAS), the 1994-95 and 1993-94 annual Dropout Rates, and the 1994-95 Student Attendance Rate as the base indicators to determine district accreditation status and campus ratings.

The district accreditation status and campus rating depend on meeting all of the TAAS, dropout rate, and attendance rate standards, as well as any additional performance requirements, for that rating category.

TAAS

- All grades tested in reading, mathematics, and writing in the spring of 1996 will be considered.
- At the exit-level, only grade 10 spring results will be considered. As in the past, all grade 10 test takers will be considered, including both first-time tested and retested students.
- Only performance of students enrolled **in the district** as of the PEIMS fall "snapshot" date of October 27, 1995 will be considered in district and campus ratings. (This is referred to as the "October" or "accountability" subset.)
- Only performance of students not served in special education will be considered.
- In 1996, district accreditation status will not be affected by the performance of students attributed to:
  - identified multi-district cooperative alternative education schools; or
  - identified privately operated residential treatment facilities.
- In 1996, district accreditation status may be affected by the performance of students served by juvenile justice alternative education programs (JJAEPs).
- Percent passing each subject area of the TAAS will be used:

  Reading (summed across grades 3-8, and 10);
  Mathematics (summed across grades 3-8, and 10); and
  Writing (summed across grades 4, 8, and 10).

TAAS (cont.)

- The equation used to determine the percent passing is illustrated using reading:

$$\frac{\text{Number of students } \textit{passing} \text{ Reading}}{\text{Number of students } \textit{tested in} \text{ Reading}}$$

- All calculations are rounded to one decimal place.
- Not only total students, but each of the student groups – African American, Hispanic, White and Economically Disadvantaged – must meet the standard to achieve the *Exemplary*, *Recognized*, or *Academically Acceptable / Acceptable* ratings.

Standards for TAAS

- ☆ *For a campus or district rating of* ***Exemplary****, at least 90.0 percent of total students and students in each group must pass each section of the TAAS.*
- ☆ *For a campus or district rating of* ***Recognized****, at least 70.0 percent of total students and students in each group must pass each section of the TAAS* ***and*** *Required Improvement must be demonstrated.*
- ☆ *For a rating of* ***Academically Acceptable*** *(district) or* ***Acceptable*** *(campus), at least 30.0 percent of total students and students in each group must pass each section of the TAAS. Districts and campuses can also receive a rating of* ***Academically Acceptable*** *(district) or* ***Acceptable*** *(campus) if Required Improvement is demonstrated in all low-performing areas and groups.*
- ☆ *Those districts (or campuses) not meeting the standard for* ***Academically Acceptable*** *(or* ***Acceptable****) or higher and not achieving Required Improvement in the low performing areas will be rated* ***Academically Unacceptable*** *(or* ***Low-performing****).*

Details on the calculation of Required Improvement are provided later in this section.

Dropout Rate

- All dropouts reported on PEIMS Submission 1 for the 1994-95 school year, grades 7 through 12, will be considered. Students served in special education are included in the dropout count.
- Reported dropouts are removed from the dropout count for accountability purposes as part of the state-level dropout recovery process if they:
  - •• are "recovered" through searches of other agency data files, or

Dropout Rate (cont.)

- were reported as expelled due to criminal behavior which occurred at school or a school event, or
- were reported as a foreign student returning to his / her home country, or
- were reported as meeting all graduation requirements except passing exit-level TAAS.

For an explanation of the dropout recovery process, see Section IX, *Additional Information*.

- Annual dropout rates are examined for accountability purposes if there are 10 or more reported dropouts. In cases where there are fewer than 10 total dropouts, the accountability rating will be based on TAAS performance and attendance rate only. In cases where a student group has fewer than 10 dropouts, the dropout rate for that group will not affect the accountability rating.
- The annual dropout rate is based on cumulative membership in grades 7-12 for the entire school year. Membership is determined from the end-of-year attendance reported on PEIMS Submission 3.
- All groups — total students and each student group — must meet the standard to achieve a rating of *Exemplary* or *Recognized*.
- All groups — total students and each student group — must meet the standard to achieve a rating of *Academically Acceptable / Acceptable*, unless the Single Student Group Dropout Waiver is applicable.
- The dropout rate will be determined using the following equation, which is rounded to one decimal place:

$$\frac{\begin{array}{c}\text{Number of 1994-95 Dropouts Reported,}\\ \text{less Recovered Dropouts,}\\ \text{less Dropouts Expelled for Criminal Behavior,}\\ \text{less Dropouts Identified as Foreign Students Returning to their Home Country,}\\ \text{less Dropouts Identified as Meeting All Graduation Requirements except Passing Exit-level TAAS}\end{array}}{\text{Cumulative Membership in grades 7-12 for 1994-95}}$$

- Single Student Group Dropout Waiver: If a district would be rated *Academically Unacceptable*, or a campus rated *Low-performing*, solely due to one student group (African American, Hispanic, White, or Economically Disadvantaged) exceeding the 6.0 percent standard, then the *Academically Acceptable / Acceptable* rating will be assigned if the following conditions apply:

  (1) minimum size requirements for both the 1993-94 and 1994-95 rates are met;

  (2) the 1994-95 dropout rate for that student group is less than 10.0 percent; and

Dropout Rate (cont.)

(3) for that student group, the 1994-95 dropout rate is less than the 1993-94 dropout rate.

- The waiver cannot be applied if:

  (1) the single dropout rate exceeding 6.0 percent is the "all students" rate;

  (2) minimum size requirements for both years are not met; or

  (3) more than one group initially exceeded the dropout standard.

- If the Single Student Group Dropout Waiver has been applied, the district rating will be *Academically Acceptable* or the campus rating will be *Acceptable*, even if:

  (1) TAAS performance meets the *Exemplary* or *Recognized* standards; or

  (2) after applying the waiver, the attendance rate standard is the only standard not met.

Standards for Dropout Rate

- *An annual dropout rate of 1.0 percent or less must be demonstrated for total students and for each student group for a rating of* ***Exemplary****.*
- *An annual dropout rate of 3.5 percent or less must be demonstrated for total students and for each student group for a rating of* ***Recognized****.*
- *An annual dropout rate of 6.0 percent or less must be demonstrated for total students and for each student group for a rating of* ***Academically Acceptable*** *for districts or* ***Acceptable*** *for campuses. Districts and campuses can also receive a rating of* ***Academically Acceptable*** *(district) or* ***Acceptable*** *(campus) if Required Improvement is demonstrated for all low-performing groups, or if the Single Student Group Dropout Waiver has been applied.*
- *Those districts (or campuses) not meeting the standard for* ***Academically Acceptable*** *(or* ***Acceptable****) or higher, and not achieving Required Improvement in low-performing groups will be rated* ***Academically Unacceptable*** *(or* ***Low-performing****).*

Details on the calculation of Required Improvement are provided later in this section.

Attendance Rate

- 1994-95 attendance for all students in grades 1 through 12 will be considered. Students served in special education in these grades are included in the calculation of the attendance rate.
- Attendance for the entire school year will be used. The attendance rate is determined using the following equation, which is rounded to one decimal place:

$$\frac{\text{Total Number of Days Students in Grades 1-12 were Present in 1994-95}}{\text{Total Number of Days Students in Grades 1-12 were in Membership in 1994-95}}$$

Standards for Attendance Rate

- *An attendance rate of 94.0 percent or higher for all students in grades 1-12 is necessary for a rating of **Exemplary, Recognized,** or **Academically Acceptable / Acceptable**.*
- *If failure to meet the attendance rate standard is the sole reason that a district would be rated **Academically Unacceptable,** or a school **Low-performing**, even if the Single Student Group Dropout Waiver has been applied, then the attendance rate standard will be waived.*
- *If failure to meet the attendance rate standard is the sole reason that a school or a district would not be rated **Exemplary** or **Recognized**, then the school or district may appeal that the rating be re-evaluated using current year attendance, if current year attendance meets or exceeds the standard.*

Base Indicator Summary

In 1996, a maximum of 21 standards must be met to achieve an *Academically Acceptable / Acceptable* or higher rating. Even though the requirements have increased, many districts will receive an accreditation status of *Academically Acceptable* and campuses an accountability rating of *Acceptable* because both their TAAS performance results are above 30.0 percent passing and their dropout rate is 6.0 percent or less for total students and each student group.

To be rated *Academically Unacceptable* or *Low-performing*, a district or campus has to: 1) fail one or more of the standards required for the *Academically Acceptable / Acceptable* status, and 2) fail to meet Required Improvement in each of those deficient areas.

Additional Performance Requirements

Beyond evaluation of performance against set standards, statute mandates that in certain cases, performance trends must also be evaluated. A district accreditation status or campus rating cannot be finalized until this second step in the process is completed. For 1996, Required Improvement is the only additional performance requirement to impact accountability ratings; it is a factor for both *Recognized* and *Academically Unacceptable / Low-performing*. A measure of TAAS Comparable Improvement will be piloted on the 1996 AEIS reports; it will not affect the 1996 accountability ratings.

Required Improvement

Required Improvement depends upon the comparison of prior year TAAS performance to current year performance, and may depend on comparison of two years of dropout rates. Unless exception criteria apply, campuses must have performance results for both years in order to demonstrate Required Improvement.

Required Improvement must be demonstrated:

(1) for districts and campuses to be rated *Recognized;* and

(2) for districts and campuses to avoid being rated *Academically Unacceptable* or *Low-performing* through performance growth, even if one or more TAAS subject areas is below 30.0 percent passing, or the dropout rate is greater than 6.0 percent. A campus or district demonstrating Required Improvement on all deficient indicators will be rated *Academically Acceptable* or *Acceptable*.

Small numbers criteria will be applied to performance results for both years before evaluating Required Improvement. (See Section III, *Special Issues and Exceptions* for details on these criteria.) At the *Recognized* level, any calculation eliminated due to small numbers will not affect the rating ultimately determined. However, at the *Low-performing / Academically Unacceptable* level, Required Improvement cannot be met if small numbers criteria apply.

Recognized

For districts and campuses receiving an initial rating of *Recognized,* Required Improvement is calculated as the amount of improvement needed between 1995 and 1996 on TAAS to reach a target of 90.0 percent passing in five years. Results for all grades tested will be summed for each subject area

Required Improvement
Recognized
(cont.)

and each student group before the comparison is made. For *Recognized*, Required Improvement in dropout rates is not calculated. In the following discussion, the term "groups" will be used to mean individual student groups as well as total students.

- Required Improvement will not be evaluated for those subject areas and student groups where the passing rate is at least 80 percent. Only those groups in subject areas with passing rates between 70.0 and 79.9 must demonstrate Required Improvement to attain the *Recognized* rating. The district / campus will have to meet a maximum of 15 standards – reading, mathematics, and writing for all groups. If Required Improvement has not been fully demonstrated, the final district accreditation status will be *Academically Acceptable* and the campus rating will be *Acceptable*.
- A district or campus must demonstrate Required Improvement based on a percent passing standard defined as sufficient improvement to reach 90.0 percent passing in five years. The calculations are rounded to one decimal place.

$$\underbrace{\text{\% passing TAAS in '96) - (\% passing TAAS in '95)}}_{\text{Actual Change}} \quad \underbrace{\geq}_{\text{must be greater than or equal to}} \quad \underbrace{\frac{\text{(90\%) - (\% passing TAAS in '95)}}{5}}_{\text{Required Improvement}}$$

- If the actual change in performance meets or exceeds the change required to meet the standard, then the district or campus has demonstrated Required Improvement for that subject area and student group.

Exceptions. The Required Improvement standard is waived and a rating of *Recognized* is assigned if a campus does not have two years of TAAS results but meets the base indicator standards for *Recognized*. An example of this situation is a newly-opened campus. Required Improvement is waived for the year in which prior year data do not exist.

Required Improvement
Academically Unacceptable / Low-performing
(cont.)

Academically Unacceptable / Low-Performing

For a district or campus initially rated *Academically Unacceptable* or *Low-performing*, Required Improvement is calculated only for those indicators which fall below the standard and are, therefore, the cause of that initial rating. This means that for *Academically Unacceptable* districts and *Low-performing* campuses, Required Improvement may be calculated for one or more of the following:

- TAAS mathematics, total students and / or any student group;
- TAAS reading, total students and / or any student group;
- TAAS writing, total students and / or any student group;
- annual dropout rate, total students and / or any student group.

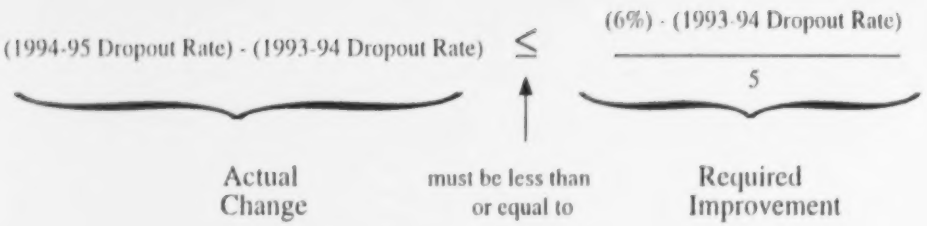
TAAS Required Improvement. For TAAS, Required Improvement is evaluated for only those subject areas and student groups not meeting the performance standard for the *Academically Acceptable / Acceptable* rating (30.0 percent passing). Required Improvement in this case is defined as sufficient improvement to reach 50.0 percent passing in five years. All calculations are rounded to one decimal place.

$$\underbrace{(\%\text{ passing TAAS in '96}) - (\%\text{ passing TAAS in '95})}_{\text{Actual Change}} \geq \underbrace{\frac{(50\%) - (\%\text{ passing TAAS in '95})}{5}}_{\text{Required Improvement}}$$

must be greater than or equal to

Dropout Rate Required Improvement. For the dropout rate, Required Improvement is the change in the annual dropout rate needed to reach an annual rate of 6.0 percent in five years, compared to the actual yearly change in the annual dropout rate. The calculation will only be made in cases where the district or campus does not meet the performance standard for the *Academically Acceptable / Acceptable* rating (*i.e.*, has a dropout rate above 6.0 percent for grades 7-12) for all students or any student group. All calculations are rounded to one decimal place. Note that the target for this calculation has changed since 1995 from 4.0 to 6.0 percent.

Required Improvement *Academically Unacceptable / Low-performing* (cont.)



Note that this calculation measures reductions in rates, not gains as with TAAS results. Therefore, negative results are desired. The actual change in the dropout rates needs to be less than or equal to the calculated required improvement for the standard to be met.

Summary. Depending on the number of indicators below the standard, a district or campus initially rated *Academically Unacceptable* or *Low-performing* could have to meet Required Improvement for 1-20 indicators – TAAS reading, mathematics, and writing, and dropouts, for all students and each student group – to fully demonstrate Required Improvement and receive a final district status of *Academically Acceptable,* or campus rating of *Acceptable*.

Exceptions. There are no exceptions for demonstrating Required Improvement if the initial rating is *Academically Unacceptable* or *Low-performing*.

Comparable Improvement

By statute, Comparable Improvement is derived by measuring campuses and districts against a profile developed from a total state student performance data base which exhibits substantial equivalence to the characteristics of students served by the campus or district, including, but not limited to, past performance, socio-economic status, ethnicity, and limited English proficiency. Statute requires that performance on the indicators be compared to Comparable Improvement.

Comparable Improvement will not affect the accountability rating of any district or school in 1996. A TAAS Comparable Improvement measure will be piloted on the 1996 AEIS reports. The following preliminary decisions about the measure have been made by the commissioner of education:

Comparable Improvement (cont.)

- Matched student performance growth will be compared. For grades 4 - 8, performance of students in the current year accountability subset will be matched to prior year performance in grades 3 - 7. For grade 10, performance of students in the current year accountability subset may be matched to performance in grade 8 two years prior. Research continues into strategies for calculating a grade 10 measure. There is no Comparable Improvement comparison possible for grade 3.
- Comparable Improvement will be phased-in. Current plans call for the measure to be fully implemented with the 1998 rating cycle.

The commissioner has charged a focus group of school district and business representatives to develop a recommended Comparable Improvement measure. Current plans call for decisions about the calculation and application of the measure to be finalized in April. *Part 2* to this manual will be issued in May 1996 to detail the calculations and application options of this measure.

1996 Ratings Summary

A district or campus must pass each and every applicable standard to be rated *Exemplary*, *Recognized*, or *Academically Acceptable / Acceptable*. If every standard for a rating is not met, then the next lower rating is assigned if the conditions for the next lower rating are met. This means that a campus will receive a rating of *Acceptable* if it meets the dropout and TAAS standards for *Recognized*, but has an attendance rate below 94.0 percent. As another example, a campus with a 28 percent passing rate in reading for economically disadvantaged students, which could not demonstrate Required Improvement for that subject area and student group, would be rated *Low-performing* even if all other standards for the *Acceptable* category (or higher) were met.

The **maximum** number of criteria for each final rating are detailed in Table 2. Note that most districts and schools do not have to meet the maximum number because they do not meet size minimums for every student group for every indicator or because the indicator does not apply to their school. As an example, schools serving grades 6 and below are not required to meet the maximum number of criteria because dropout rates are not considered in determining their ratings. The larger and more demographically diverse the school or district, the more criteria will have to be met to earn the accountability rating.

Table 2: 1996 Accountability Ratings Criteria Summary

	Exemplary	*Recognized*	*Academically Acceptable / Acceptable*	*Academically Unacceptable / Low-performing*
Base Indicators	as many as 21 passed	as many as 21 passed	as many as 20 or 21 passed ° ✓	fewer than 20 passed; failed at least 1
Additional Performance Requirements				
Required Improvement	n / a	up to 15	‡	failed at least 1 *
No *Low-performing* Campuses †	1	1	n / a	n / a
TOTAL CRITERIA MET	as many as 22	as many as 37	as many as 20 or 21 passed °	passed fewer than 20; failed at least 1

† District requirement only.

‡ To be rated *Academically Acceptable / Acceptable*, a district / campus must demonstrate Required Improvement for any TAAS subject area / student group which fell below the 30 percent standard and, if applicable, for the dropout rate of any student group which exceeded 6 percent.

° If failure to meet the attendance rate standard is the sole reason that a district would receive an accreditation status of *Academically Unacceptable* or a campus rating of *Low-performing*, then that requirement is waived.

✓ The Single Student Group Dropout Waiver may be applied under specific conditions to permit a district to be rated *Academically Acceptable* or a campus to be rated *Acceptable*.

* To stay *Academically Unacceptable / Low-performing*, a district or campus must fail to demonstrate Required Improvement for any TAAS subject area / student group which fell below the 30 percent standard and, if applicable, for the dropout rate of any student group which exceeded 6 percent.

The information in this section explains the standard process for determining the 1996 ratings for districts and campuses. The overwhelming majority can be determined this way. However, some situations pertaining to size of the district or campus and grade configuration may require more specialized analysis to fairly determine a rating. The following section presents information on those circumstances which will trigger alternative processes.

Section III — Special Issues and Exceptions

Although most district and campus accountability ratings can be determined through Standard Analysis – the rating criteria detailed in Section II, *1996 Accountability Criteria and Standards* – there are special circumstances which require a closer examination. Accommodating the diversity of Texas public schools increases the complexity of the accountability system, but it also increases the fairness of the ratings ultimately assigned. This section also describes the routine data analyses conducted before applying the accountability system criteria and standards.

Identifying Who Needs Special Treatment

Districts and campuses may require special treatment if one of the following circumstances applies:

- after undergoing Standard Analysis, the accountability rating is *Academically Unacceptable / Low-performing*, *Recognized*, or *Exemplary*, and there are fewer than 30 total students tested;
- the percentage of eligible students tested is small;
- the percentage of student withdrawals is large;
- the campus meets the criteria for an non-traditional school;
- the campus has no TAAS results; or
- the campus operates on a year-round calendar.

Only those districts and campuses falling into one of the categories given above are affected by the special issues and exceptions examined in this section.

Campuses Not Rated in 1996

In 1996, there are several circumstances under which a campus will not be rated. These are schools where:

- the grades served are kindergarten or below, and the campus is unpaired;
- all students are served in special education programs; and
- the campus is an alternative education school and chooses Optional Evaluation. (See the discussion on Alternative Education later in this section.)

In addition, a campus opening mid-year will not receive an accountability rating for the year in which it opens. In practice, this means that an accountability rating will be issued for all campuses with student enrollment reported on PEIMS Submission 1. However, the district accreditation rating will still be affected by TAAS results for those students who were enrolled in the district as of October 27, 1995.

Campus ID Changes

Every year, districts may change campus identifiers, the unique 9-digit county-district-campus number, due to closing old schools, opening new schools, and changing grade spans. The Texas Education Agency's data system can accommodate these events; however, it does not track these organizational changes over time. Unintended consequences can occur when districts "recycle" campus ID numbers. Because two-year performance changes are a component of the accountability system, comparisons when a campus configuration has changed may be inappropriate. The following example illustrates this situation:

> A campus served grades 7 and 8 in 1995, but in 1996, served as a 6th grade center and the district did not request a new campus number for the new configuration. Instead, the same ID number used in 1995 was maintained. Therefore, in 1996 when the agency is calculating Required Improvement or gain for monetary awards for that campus, grade 6 performance is being compared with the prior year's grade 7 and 8 performance.

Comparisons have the potential to become more problematic as other longitudinal measures are developed, such as a six-year longitudinal measure for school completion. The decision to change a campus number is a local one; however, districts should exercise caution in requesting new numbers and in continuing to use existing numbers when the student population or the grades offered changes dramatically. **Districts are strongly encouraged to request new campus numbers when school organizational configurations change**. The Division of Technical Support can assist in the establishment of new, or retirement of old, campus identifiers.

Small Numbers of Students

Districts and campuses with small numbers of students present a special challenge to the accountability system. There are two types of small numbers situations. One is small numbers of students within a group (*e.g.*, few African-American test takers in reading). The second is small numbers of total students, that is, few total students tested or few total students in grades 7-12. Descriptions of the size requirements and the use of data in these situations are presented below:

Minimum Size for Student Groups

All districts and campuses will be rated using Standard Analysis criteria, as presented in Section II, *1996 Accountability Criteria and Standards*. Standard Analysis will include consideration of student groups if they meet the minimum size requirements specified below. **Only those student groups which meet the size requirements will be used in the accountability analysis.** Student groups for ratings are African American, Hispanic, White, and Economically Disadvantaged. Student groups for college admissions tests are African American, Hispanic, and White.

TAAS – Tested Students

With respect to TAAS, to be included in the ratings evaluation, districts / campuses must have:

- tested at least 30 students within a student group (summed across all grades) for any subject area, and the student group must comprise at least 10 percent of all test takers in each subject area; **or**
- tested at least 200 students within the student group, even if that group represents less than 10 percent of all test takers.

Dropout Rate

With respect to dropouts, to be included in the ratings evaluation, districts / campuses must have:

- for *all students and each student group*:
  - at least 10 dropouts; **and**
  - at least 30 7th-12th graders in membership during the school year. **and**
- for *each student group*:
  - the group must comprise at least 10 percent of all 7th-12th graders; **or**
  - at least 200 7th-12th graders within the student group.

College Admissions Examinations

With respect to college admissions tests, to be included in the evaluation for Additional Acknowledgment, districts / campuses must have:

- at least 30 graduates within the student group and the student group must comprise at least 10 percent of all graduates; **or**
- at least 200 graduates within the student group.

Special Analysis

Districts and campuses with small numbers of total students present special challenges regarding the stability of the data as well as the confidentiality of student performance. While all districts and campuses will be initially rated under Standard Analysis, these small districts and campuses will be subject to Special Analysis under the circumstances specified below. If Special Analysis is necessary, only total student performance will be examined.

- If Standard Analysis indicates that a rating of *Exemplary* or *Recognized* may be appropriate, then Special Analysis will be conducted when there are fewer than 30 total students tested in two or more TAAS subject areas. To receive a rating of *Exemplary* or *Recognized*, the indicators which are re-evaluated must meet the standards in all cases.
- If Standard Analysis indicates that a rating of *Academically Unacceptable / Low-performing* may be appropriate, then Special Analysis will be conducted only on the indicator(s) with fewer than 30 total students tested which caused the district / school to be considered *Academically Unacceptable / Low-performing*. To receive a rating higher than *Academically Unacceptable / Low-performing*, all indicators which are re-evaluated must meet the higher standards.

NOTE: Where Standard Analysis results in a rating of *Academically Acceptable / Acceptable*, no further analysis will be performed, even if the district or campus has fewer than 30 students tested in one or more subjects of the TAAS (summed across all grades tested).

Methodologies for Special Analysis

Special Analysis will consist of one of the following:

- Where appropriate, the data for an entire school district may be used to assign the accountability rating to the school. In general, this will be done for districts which have a single attendance zone, for example: a district with only one elementary school, one middle school, and one high school. If the district has at least 30 students tested in one or more subjects of the TAAS (summed across all grades tested), but the individual school does not, the school may be given the same rating as the district. This approach, in effect, creates a composite "K-12" school / district.
- Where the creation of a composite "K-12" school / district is not appropriate, Special Analysis will consist of summing indicator results across a number of years until at least 30 students are available or there are no more data. The aggregated results then receive Standard Analysis.

Special Analysis (cont.)

- If, after following the steps given above, the campus or district still has insufficient numbers of students to create confidence in the data, an Individual Analysis will be performed. Individual Analysis will consist of reviewing past AEIS reports and using professional judgment to determine if current performance is an aberration or an indication of consistent performance. Final ratings will then be assigned.

Pairing Campuses

Identifying Campuses

All schools in the state serving grades 1-12 must receive an accountability rating. Beginning in 1994, campuses with no TAAS values were incorporated into the accountability system by having districts choose another campus within the same district with which it shared TAAS data and, if applicable, an accountability rating.

When determining the performance rating of the paired school, any indicator data which are available for the school will be analyzed. For example, the attendance rate and dropout rates for a school with grades 11-12 will be used in conjunction with the TAAS data from its "pair" to arrive at a rating for that 11-12 school.

Districts will have the opportunity to reaffirm prior pairing decisions and to provide new information by completing a form, provided to all superintendents under separate cover. A sample pairing form is illustrated on page 24. This information will be distributed to districts in March, with a due date to the Texas Education Agency of April 30, 1996.

Pairing Guidelines

The following guidelines for pairing campuses apply:

- In general, a campus needs to be paired if it does not have any TAAS results. A campus serving grades K-2 only, grade 9 only, or grades 11-12 only are examples of campuses which need to be paired.
- Districts will make the decisions regarding pairing and will inform the state.
- Districts have the option not to pair any school where the highest grade is kindergarten or lower. If districts elect not to pair these schools, they will neither be rated, nor will they be eligible for a Principal Incentive Program award.
- Schools which are paired must have a "feeder" relationship and the grades should be contiguous. For example, a K-2 school should be paired with the 3-5 school which accepts its students into 3rd grade. A 9th grade center may be paired with either a high school serving grades 10-12, or the feeder middle school.

TEXAS EDUCATION AGENCY

FORM 1: PAIRED SCHOOLS

Schools to be Paired for 1996 Accountability System
Due to no TAAS Data

Must be returned by April 30, 1996
to
Texas Education Agency
Division of Performance Reporting
1701 Congress
Austin, TX 78701
or
FAX: (512) 475-3584

District Name SAMPLE DISTRICT
District 999999
Region 99

To Be Paired:			Paired With: (Based on 1994/95 pairing)		
Campus Name	Campus Number	Grade Span	Campus Name	Campus Number	Grade Span
SAMPLE PRIMARY	999999101	PK-02	SAMPLE ELEMENTARY	999999102	03 - 05

* If the pairing information shown above is still appropriate, please confirm by signing and returning this form.

* If you wish to change any of the pairing relationships, please do so by modifying the information on this form, signing, and returning it.

* If the information under the "Paired With" column is blank, please indicate the campus name, number, and grade span with which the "To Be Paired" campus will share TAAS results. Use the guidelines described in the cover letter and contained in the 1996 Accountability Manual to make pairing decisions.

Signature _____ Date _____

Print Name _____ Telephone _____

Print Title _____

Pairing Guidelines (cont.)

- Some different types of multiple pairings are possible:
  - If several K-2 schools "feed" the same 3-5 school, all of the K-2 schools may be paired with that 3-5 school.
  - If a K-2 school "feeds" several 3-5 schools, only one 3-5 school may be selected. In this case, the district should make the best choice based on local criteria.
- Districts may change pairings from year to year, however, these changes should be based on reasonable justification (*e.g.*, change in attendance zones affecting feeder patterns). Be aware that any prior year performance will be calculated using the new pairing relationship. Thus, additional performance requirements such as Required Improvement will be affected by a pairing change.

Non-Traditional Schools

Alternative Education Schools

As previously mentioned, all schools in the state serving grades 1-12 must receive a campus rating; however, the accountability system recognizes that some schools offering an alternative program may need to be evaluated under different criteria than regular campuses. Alternative education campuses have two choices for evaluation:

- **Standard Evaluation.**
  Even though a campus meets the criteria for an alternative education school, it may opt to be evaluated against the same standards and criteria as regular schools, and be rated as either *Exemplary*, *Recognized*, *Acceptable*, or *Low-Performing*. If the rating is at least *Acceptable*, the campus will be considered for a 1996 Principal Incentive Program award.
- **Optional Evaluation.**
  A campus defined as an alternative education school may choose to be evaluated under different performance standards and indicators than those used for regular campuses. The development of standards, methodology, and criteria for the optional evaluation of alternative education schools is the responsibility of the Division of Non-traditional School Accountability and Development in Office of Accountability and School Accreditation. Districts will conduct self-evaluations against approved criteria; these will be reviewed and analyzed at the agency by a peer review panel. On August 1, schools which have chosen the Optional Evaluation will receive a rating of *Alternative Education*. The *Alternative Education* rating will be finalized in September, changing to either

Acceptable or *Needing Peer Review*. Schools receiving the latter rating will receive technical assistance visits over the next school year. Refer to the *1996 Alternative Education Accountability System Manual* available from the Division of Non-traditional School Accountability and Development for detailed information about rating alternative education schools.

With the exception of multi-district cooperatives and privately operated residential treatment centers as described below, performance data for all schools in a district will be included in the district analysis, regardless of whether the alternative education school(s) was evaluated under the standard or optional criteria.

Multi-District Cooperatives

In 1996, performance results (TAAS results, reported dropouts, attendance rates, and college admissions test results) for students reported at schools operated by a multi-district cooperative may or may not impact the district accreditation status of the reporting district, depending on the type of school.

Alternative Education Multi-district Cooperatives. Performance results for students reported at alternative education schools operated by a multi-district cooperative will not impact the district accreditation status of the reporting district. However, these results will be included in regional and state summaries. The list of schools identified as members of a multi-district cooperative will be derived from information provided to the Division of Non-traditional School Accountability and Development on the 1995-96 Alternative Campus Registration Form by March 1, 1996.

Other Types of Multi-district Cooperatives. Performance results reported for students participating in any non-alternative education cooperative school will be attributed to the campus and district at which the student is reported. TAAS results for students served in special education do not affect accountability ratings.

This policy will permit PEIMS data standards for collecting additional information about students served at multi-district cooperatives to be developed and implemented in the 1996-97 school year. The goal is to be able to attribute the performance of students served by multi-district cooperatives to the appropriate member school district for rating purposes.

Privately Operated Residential Treatment Facilities

In 1996, the commissioner will treat districts with alternative education programs at residential facilities similarly to members of multi-district alternative education cooperatives in the accountability system, so long as the appropriate coding procedures are followed. [Regional PEIMS coordinators can advise districts on these procedures.] Performance results for approved residential facilities will be used to determine a campus rating (standard or optional evaluation), but will not be used to evaluate the accreditation status of the reporting district. The list of these schools will be derived from information provided to the Division of Non-traditional School Accountability and Development on the 1995-96 Alternative Campus Registration Form by March 1, 1996.

Juvenile Justice Alternative Education Programs

Performance results of students served in juvenile justice alternative education programs (JJAEPs) do affect accountability ratings. Districts affected by this type of facility should, to the best of their ability, determine the disposition of students served so that they may appropriately report student-level data for accountability purposes.

For counties with a population of 125,000 or more, *Texas Education Code* §37.011(h) requires that a student enrolled at the JJAEP be reported as if the student were at his / her regularly assigned campus and education program. Each district which sends students to a JJAEP is responsible for attributing attendance, dropout status, and TAAS performance back to the campus to which the student was assigned immediately prior to placement within the JJAEP. These data affect the accountability ratings of the sending district and campus.

A JJAEP in a large county may choose to participate in the alternative education accountability system. However, because information has been attributed to another campus, the JJAEP will have to maintain and aggregate performance data outside of the PEIMS collection system for students served for at least 18 weeks to determine an accountability rating. Therefore, the JJAEP will have to establish a separate campus number with the agency, track the performance of students served, and self-report that information to the Division of Non-traditional School Accountability and Development in order to undergo optional evaluation.

Future Years. Future enhancements to the PEIMS reporting system should permit attribution of a student to multiple districts and campuses. When in place, differential data reporting should no longer be necessary.

Year-Round Education Schools

For school year 1995-96, over 150,000 students are expected to be served in year-round education (YRE) settings. The timing of the TAAS testing and the release of the accountability ratings are issues for campuses and districts using a non-traditional school calendar.

Alternate TAAS Test Dates

To address the timing of the TAAS assessment, optional test administrations have been scheduled for April 2 and June 4 - 7 to better equalize the days of instruction received prior to testing. Requests to test in other weeks in June are considered on a case-by-case basis for schools where the scheduled testing date conflicts with intersession dates, multi-tracking, or the first week back from intersession.

Schools can select the alternate testing dates if the difference in the number of instructional days between year-round education and traditional calendar students is more than 15 days at the time of the standard administrations.

Rating Release Date

Because test results for students assessed in June are not available until early- to mid-August, a second notification date for ratings is set for September 1.

- Districts and campuses where the number of YRE students tested in June is less than 10 percent of the total test takers receive their preliminary accountability ratings on August 1. Final ratings for these districts and campuses are issued on September 1.
- Districts and campuses where the number of YRE students tested in June is greater than 10 percent of the total test takers receive their accountability ratings on September 1 only. On August 1, a *Delayed* rating is issued to these schools and districts.

Section IV — Other Elements of the Accountability System

Academic Excellence Indicator System (AEIS)

Information used to rate and acknowledge districts and schools, or to provide a more comprehensive profile of characteristics and performance is compiled into the Academic Excellence Indicator system (AEIS). This is a comprehensive system; both performance and profile information is available for all districts and schools. Profile information is report-only. Three types of performance indicators are used in the system:

- *Base Indicators* are identified in statute and used to determine accountability ratings.
- *Additional Indicators* are used to acknowledge high performance on other statutorily defined indicators.
- *Report-Only Indicators* are reported on annual campus-, district-, and state- level reports. They may be identified by statute or adopted by the State Board of Education.

The AEIS is used for all aspects of the integrated accountability system that has evolved for Texas public schools. In addition to being used to determine accountability ratings, AEIS is used to determine additional acknowledgments and campus-level performance awards, and to produce a variety of reports.

Recognitions and Acknowledgments

Additional Indicators

Districts and campuses will be acknowledged for high performance on Additional Indicators. Additional Indicators do not affect accountability ratings. Any district or campus that is rated *Academically Acceptable* or *Acceptable* or higher may be considered for acknowledgment on Additional Indicators. Districts and campuses initially or finally rated *Academically Unacceptable / Low-performing* are ineligible for Additional Acknowledgment.

Notification of this acknowledgment will occur simultaneously with notification of the accountability ratings. For most schools and districts this date will be August 1, 1996. For the remainder, those with a

Additional Indicators (cont.)

substantial number of students in year-round programs or those with previously unresolved data problems, the date will be September 1, 1996.

For 1996, the only additional indicator will be class of 1995 performance on college entrance examinations: the SAT administered by the College Board, and the ACT, administered by the American College Testing Program. The following information applies:

- Both the percent of graduates tested and the percent of graduates scoring at or above the criterion score (either 1000 on the SAT total, or 24 on the ACT composite) will be used. Special education graduates are excluded from these calculations.
- If a student has taken the examination more than once, only the most recent test score is provided by the College Board and ACT to the Texas Education Agency. For the SAT, the most recent score as of March 31 is provided; for the ACT, the most recent score as of June 30 is provided. These dates may change in future years.
- If a student has taken both the SAT and the ACT, the information is merged so that unduplicated counts of students are used. If the student scored above the criterion on either the SAT or ACT, that student is counted as having scored above the criterion.
- The College Board and the American College Testing Program consider the Texas Education Agency to be a <u>user</u> of college admissions test scores. The agency is not authorized to modify the information it receives.
- In 1996, examination results evaluated will be for the class of 1995. Percentages will be determined using the following equations:

$$\frac{\text{Number of Students (class of 1995) taking either the SAT or the ACT}}{\text{Total non-special education graduates (class of 1995)}}$$

and

$$\frac{\text{Number of Students (class of 1995) scoring at or above criterion score}}{\text{Total non-special education graduates (class of 1995)}}$$

- All calculations are rounded to one decimal place.

Table 3 details the standards for the 1996 college admissions tests indicator.

Table 3: 1996 Standards for Additional Acknowledgment

	Exemplary	Recognized	Does Not Qualify	Not Applicable	Not Eligible
Class of 1995 College Admissions Tests					
Percent Tested	at least 70% of graduates must have taken the SAT or ACT *(all students and each student group*)*	at least 55% of graduates must have taken the SAT or ACT *(all students and each student group*)*	fewer than 55% of graduates took the SAT or ACT *(all students and each student group*)*	schools and districts without graduates	not evaluated: district rated *Academically Unacceptable* or campus rated *Low-performing*
Percent Scoring at or above the Criterion Score • SAT: 1000 • ACT Composite: 24	35% or more *(all students and each student group*)*	10% or more *(all students and each student group*)*	fewer than 10% *(all students and each student group*)*	schools and districts without graduates	not evaluated: district rated *Academically Unacceptable* or campus rated *Low-performing*

* Student groups are African American, Hispanic, and White.

CAUTION: The school to which a score is attributed is identified by the student taking the test. Schools are encouraged to verify campus summary information on the SAT and ACT by the end of June of any given school year. Any discrepancies should be reported to the testing companies since corrections must be made prior to the data transmissions made in late fall to the Texas Education Agency. The testing companies finalize results for their yearly summaries near this date. Any subsequent testing or error correction will not be reflected in any national, state, district, or school results released.

Standards for Acknowledgment on College Admissions Tests

☆ *For acknowledgment at the **Exemplary** level, 70.0 percent or more of the graduates must have taken either the ACT or the SAT, and 35.0 percent or more must have scored at or above the criterion score (either 1000 on the SAT Total or 24 on the ACT Composite). Standards must be met for total students and for each student group.*

Additional Indicators (cont.)

- ☆ *For acknowledgment at the **Recognized** level, 55.0 percent or more of the graduates must have taken either the ACT or the SAT, and 10.0 percent or more must have scored at or above the criterion score (either 1000 on the SAT Total or 24 on the ACT Composite). Standards must be met for total students and for each student group.*
- ☆ *Districts initially rated **Academically Unacceptable,** or campuses initially rated **Low-performing,** are ineligible for additional acknowledgment. To have initially earned the lowest rating means that the district or campus failed one or more base indicator standards. Whether or not Required Improvement was later met to raise the rating is irrelevant to eligibility.*

Principal Incentive Program

The Texas Successful Schools Awards System (TSSAS), first administered by the Texas Education Agency in 1991-92, was not funded for the 1996 / 97 biennium. Instead, new legislation (*Texas Education Code* §21.357) authorizing the Principal Incentive Program was funded with $5 million to reward principals of campuses with high performance or high improvement. Criteria for awarding these funds must be developed with assistance from an advisory group appointed by the governor. At the time of publication, the committee had not been named; however, by law the group must meet and advise the commissioner of education on the development of the evaluation process before September 1, 1996. Information concerning the Principal Incentive Program will be provided under separate cover when available.

Excellence Exemptions

Texas Education Code §39.112 automatically exempts districts and campuses rated *Exemplary* from some statutes and rules. The exemptions remain in effect until the commissioner of education determines that achievement levels of the district or campus have declined, or the district or campus rating changes.

Statute lists a number of areas in law and regulation to which the exemption **does not** apply. These include criminal behavior, due process, federal and state program requirements, the curriculum essential skills and knowledge, extra-curricular activities, and employee rights and benefits. (See *Texas Education Code* §39.112 for a complete list.) Under specific circumstances the commissioner may exempt a campus from class size limits for elementary grades. The statute is provided in Section X, *Appendices*.

The Texas Education Agency Office of Accountability and School Accreditation is available to answer inquiries on how to benefit from these statutory exemptions.

Accountability System Reports

Information relevant to the accountability system is reported through district and campus summaries, a report for parents, and state-level publications. Where possible, each indicator will be reported on the AEIS and School Report Card with:

- two years of data;
- student groups disaggregations;
- district performance;
- state performance; and
- comparable campus group performance.

These reports are described in detail below:

AEIS Reports

The Academic Excellence Indicator System (AEIS) will report campus and district performance on the indicators used for the 1996 accountability ratings as well as on other indicators. Where possible, performance is disaggregated by ethnicity (African American, Hispanic, White, Native American, or Asian / Pacific Islander); sex; socio-economic status; and for students served in special education. The indicators include:

Base Indicators

- TAAS Percent Passing — spring 1995 and spring 1996, by grade and summed across grades 3-8 and 10 for reading, writing, and mathematics;
- Attendance Rates — 1993-94 and 1994-95;
- Dropout Rates — 1993-94 and 1994-95, calculated using cumulative grade 7-12 membership (See Section IX, *Additional Information* for details on methodology history.);

1996 Additional Indicators

- College Admissions Tests — for the classes of 1994 and 1995, percent tested, percent scoring above the criterion, and mean scores;

AEIS (cont.)

1996 Report-Only Indicators

- TAAS Percent Passing — spring 1995 and spring 1996 grade 8 science and social studies;
- TAAS exemptions — spring 1995 and spring 1996, percent exempted from each subject area test;
- TAAS Texas Learning Index – spring 1995 and spring 1996, mean TLI values;
- End-of-course examinations for Biology I and Algebra I — 1995 and 1996 participation rates by grade;
- Completion of the State Board of Education's Recommended High School Program – percent of graduates for the class of 1995;
- Advanced Course Completion – for 1993-94 and 1994-95, percent of 9th-12th graders; and
- TAAS / TASP Equivalency – for the classes of 1994 and 1995, percent expected to pass TASP.

AEIS will also report on district and campus profile information regarding school and district staff, students, and finances, and pilot a measure of TAAS Comparable Improvement. Reports will be mailed mid-October.

Statute requires the commissioner to establish rules for the AEIS reports. The rule promulgated in 1995 is provided in Section X, *Appendix II*.

School Report Card

As required by statute, the agency will produce a School Report Card for every campus in the state. These will be mailed mid-November. Each campus must then provide a copy of its complete School Report Card to the parent or guardian of every student. The following items are required by statute to appear on this report:

- TAAS performance and exemptions;
- Attendance rate;
- Dropout rate;
- Performance on college admissions examinations;
- End-of-course examination participation;
- Completion of the State Board of Education's Recommended High School Program;

School Report Card (cont.)

- TAAS/TASP Equivalency;
- Student/teacher ratios; and
- Administrative and instructional costs per student.

Statute requires the commissioner to establish rules for the distribution of the School Report Card. The rule promulgated in 1995 is provided in Section X, *Appendix II*.

Phasing In New Indicators

Before being used for accountability ratings, new indicators will typically go through a multi-year phase-in process. New indicators will be benchmarked in the first year of data availability. Benchmark data will either be provided by the test contractor (if data are part of state assessment program), or as part of the AEIS.

In the second year, prior to reporting, standards for assessment program indicators which will become base or additional indicators will be set. The performance for both year one and year two against the new standard will be reported in the performance section of the AEIS, but will not be used for accountability purposes. In year three, the indicator will again be "reported only" on the AEIS. In year four, it will be used for accountability ratings as a base indicator or for acknowledgment as an additional indicator.

Two new indicators that will be benchmarked in 1996 are:

- the grades 3 and 4 TAAS reading and mathematics (Spanish version) results, and
- completion rates for the State Board of Education recommended high school program.

The TAAS results will be reported as a distribution of scores and will be provided to districts by the test contractor. Recommended high school program completion rates will be reported on AEIS. Table 4 in Section VIII, *Blueprint of 1997-2000 Accountability Systems*, provides a phase-in schedule for the statutory and State Board of Education-adopted indicators in the AEIS.

Section V— Determining 1996 Ratings and Acknowledgments

This section has been included to assist educators in determining their accountability status using the data tables forwarded by the Texas Education Agency and the test contractor for the student assessment program. As the agency will no longer prepare step-by-step guidelines to determining a rating, this section of the manual was designed to assist educators in interpreting the district and campus data tables.

Using the 1996 Accountability Data Tables

Local Use

Superintendents will receive accountability data tables for the district and all rated campuses twice over the rating cycle. Prior to August 1, partial data tables will be transmitted from both TEA and the testing contractor. In late June, TEA will send to each district and campus a partial data table containing the dropout rates, attendance rate, and college admissions test results to be used in the accountability system. This table will be labeled "Part I." The test contractor will send district and campus TAAS results for the accountability subset of test takers, summed across all grades tested, for reading, writing, and mathematics. This data table, labeled "Part II," will be transmitted in late June for traditional calendar schools or early August for year-round calendar schools.

Using these data and the *Accountability Manual*, ratings and acknowledgments can be locally determined in advance of the TEA ratings release. When ratings and acknowledgments are released, a complete data table combining the elements of Parts I and II for each district and campus will be transmitted to districts for their use.

Educators are encouraged to use these data tables in local planning efforts. Note that these data tables may be confidential because no small numbers have been masked in order to permit districts and campuses to calculate accurate rates. Typically in other TEA publications and reports, counts less than five are masked to protect student identities. Districts and campuses should consider student confidentiality implications before releasing the data tables publicly. TEA does not release accountability data tables with unmasked numbers to the public.

1996 Ratings

This section is designed to help readers interpret the information contained in the data tables. Sample 1996 campus accountability data tables for base indicators are provided on pages 39-40 to illustrate the types of information provided. The first sample illustrates a *Low-performing* elementary campus and the second illustrates a high school campus earning an *Acceptable* rating, with the Single Student Group Dropout Waiver applied. These hypothetical campus data tables have been designed to maximize the illustration of the information which can be provided on the tables.

① **Accountability Rating**: The complete data table transmitted on the ratings release date will provide the district accreditation status or campus rating as appropriate. If the school or district has fewer than 10 percent of its students tested in the optional TAAS administration, and will not receive a final rating until September 1, the August 1 rating will be labeled "Preliminary." If Special Analysis has been applied to determine the rating or if the school is a member of an alternative education multi-district cooperative, that is noted. Partial data tables (Parts I and II) transmitted before August 1 will not include an accountability rating. Possible ratings for districts are: *Exemplary*, *Recognized*, *Academically Acceptable*, and *Academically Unacceptable*. Possible ratings for campuses are: *Exemplary*, *Recognized*, *Acceptable*, *Low-performing*, *Not Rated*, *Delayed*, and *Alternative Education*.

② **Explanation of Rating**: Any information appropriate to the determination of the rating is provided on the complete data tables. When the rating is *Academically Unacceptable / Low-performing*, the performance indicators responsible for the rating are listed. For other ratings, special notes or comments are provided as appropriate. Partial data tables (Parts I and II) transmitted before August 1 will not include this information. The possible messages are:

- Less than 30% of all students or student group passed math and Required Improvement not met.
- Less than 30% of all students or student group passed reading and Required Improvement not met.
- Less than 30% of all students or student group passed writing and Required Improvement not met.
- More than 6% of all students or student group dropped out and Required Improvement not met.
- Low-performing groups are underlined below.
- The single student group dropout waiver has been applied, noted with 'w' below.
- Attendance rate less than 94%.

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TEXAS EDUCATION AGENCY
CONFIDENTIAL - 1996 ACCOUNTABILITY DATA TABLES
BASE INDICATORS

(1)

CAMPUS NUMBER: 999999999
CAMPUS NAME: SAMPLE CAMPUS
GRADE SPAN: 03 - 05

DISTRICT NAME: SAMPLE DISTRICT

PRELIMINARY
CAMPUS RATING: LOW PERFORMING

EXPLANATION OF RATING:

LESS THAN 30% OF ALL STUDENTS OR STUDENT GROUP PASSED MATH AND REQUIRED IMPROVEMENT NOT MET.

LOW PERFORMING GROUPS ARE UNDERLINED BELOW.

(2)

ATTENDANCE TABLE (3)

	1994-95 ATTENDANCE DATA		
	Total Days Present	Total Days Absent + Total Days Present	Attendance Rate
All Students	25,109	26,255	95.6%

DROPOUT TABLE * (6)

STUDENT GROUPS	1994-95 DROPOUT DATA GRADES 7-12				1993-94 DROPOUT DATA GRADES 7-12				REDUCTION TO 6% STANDARD		
(Analysis Groups are those with an "X")	Number of Dropouts	Cumulative Membership	Student Group Percent	Dropout Rate	Number of Dropouts	Cumulative Membership	Student Group Percent	Dropout Rate	Actual Change	Required Improvement	Met Req. Imp.
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	N/A

(10) *DROPOUT DATA NOT EVALUATED FOR YOUR ACCOUNTABILITY STATUS DUE TO GRADE SPAN.

TEXAS ASSESSMENT OF ACADEMIC SKILLS (TAAS) TABLE (11)

(13)

STUDENT GROUPS	SPRING 1996 GRADES 3-8 & 10				SPRING 1995 GRADES 3-8 & 10				IMPROVEMENT TO 50% STANDARD				
(Analysis Groups are those with an "X")	Number Passing	Number Taking	Student Group Percent	Percent Passing	Number Passing	Number Taking	Student Group Percent	Percent Passing	Actual Change		Required Improvement		Met Req. Imp.
READING:													
X All Students	24	68	100.0%	35.3%	30	80	100.0%	37.5%	-2.2	<	2.5		N/A
X African American	14	36	85.9%	38.8%	19	51	63.8%	37.3%	-0.5	<	2.5		N/A
Hispanic	6	18	26.5%	33.3%	6	19	23.8%	31.6%	+1.7	<	3.7		N/A
White	4	12	17.6%	33.3%	5	10	12.5%	50.0%	-16.7	<	0.0		N/A
X Economically Disadvantaged	18	57	83.8%	31.6%	25	62	77.5%	40.3%	-8.7	<	1.9		N/A
MATHEMATICS:													
X All Students	13	69	100.0%	18.8%	9	82	100.0%	11.0%	+7.8	=	7.8		YES
African American	4	18	26.1%	22.2%	1	20	24.4%	5.0%	+17.2	>	9.0		N/A
X Hispanic	5	39	56.5%	12.8%	5	51	62.2%	9.8%	+3.0	<	8.0		NO
White	4	12	17.4%	33.3%	3	11	13.4%	27.3%	+6.0	>	4.5		N/A
X Economically Disadvantaged	10	58	84.1%	17.2%	8	65	79.3%	12.3%	+4.9	<	7.5		NO
WRITING:													
X All Students	16	30	100.0%	53.3%	8	26	100.0%	30.8%	+22.5	>	3.8		N/A
African American	6	13	43.3%	46.2%	6	17	65.4%	35.3%	+10.9	>	2.9		N/A
Hispanic	4	8	26.7%	50.0%	1	6	23.1%	16.7%	+33.3	>	6.7		N/A
White	6	9	30.0%	66.7%	1	3	11.5%	33.3%	+33.4	>	3.3		N/A
Economically Disadvantaged	15	28	86.7%	57.7%	5	20	76.8%	25.0%	+32.7	>	5.0		N/A

(4) (5) (9) (8)

94 95

TEXAS EDUCATION AGENCY

CONFIDENTIAL - 1996 ACCOUNTABILITY DATA TABLES

CAMPUS NUMBER: 999999999
CAMPUS NAME: SAMPLE CAMPUS
GRADE SPAN: 11-12

BASE INDICATORS (1)

DISTRICT NAME: SAMPLE DISTRICT

CAMPUS RATING: ACCEPTABLE

ATTENDANCE TABLE (3)

	1994-95 ATTENDANCE DATA		
	Total Days Present	Total Days Absent + Total Days Present	Attendance Rate
All Students	305,178	323,668	94.3%

DROPOUT TABLE (6)

(4)	(7)	STUDENT GROUPS (Analysis Groups are those with an "X")	1994-95 DROPOUT DATA GRADES 7-12 Number of Dropouts	Cumulative Membership	Student Group Percent	Dropout Rate	1993-94 DROPOUT DATA GRADES 7-12 Number of Dropouts	Cumulative Membership	Student Group Percent	Dropout Rate	REDUCTION TO 6% STANDARD Actual Change	Required Improvement	Met Req Imp (9)
X		All Students	88	2,028	100.0%	2.8%	43	1,884	100.0%	2.3%	+0.5	> 0.0	N/A
		African American	3	44	2.2%	6.8%	0	41	2.2%	0.0%	+6.8	> 0.0	N/A
	W	Hispanic	10	94	4.6%	10.6%	5	89	4.7%	5.6%	+5.0	> -0.3	N/A
X		White	42	1,887	92.1%	2.2%	38	1,737	91.7%	2.2%	+0.0	= 0.0	N/A
		Economically Disadvantaged	5	75	3.7%	6.7%	0	44	2.3%	0.0%	+6.7	> 0.0	N/A

(8) (12) (8)

TEXAS ASSESSMENT OF ACADEMIC SKILLS (TAAS) TABLE (11) (THIS SCHOOL IS PAIRED WITH SAMPLE 10TH GRADE CENTER.)

(4)	STUDENT GROUPS (Analysis Groups are those with an "X")	SPRING 1996 GRADES 3-8 & 10 Number Passing	Number Taking	Student Group Percent	Percent Passing	SPRING 1995 GRADES 3-8 & 10 Number Passing	Number Taking	Student Group Percent	Percent Passing	IMPROVEMENT TO 80% STANDARD (13) Actual Change	Required Improvement	Met Req Imp (9)
	READING											
X	All Students	560	611	100.0%	91.7%	525	589	100.0%	89.1%	+2.6	> 0.0	N/A
	African American	11	13	2.1%	84.6%	8	9	1.5%	88.9%	-4.3	< 0.0	N/A
	Hispanic	28	33	5.4%	78.8%	13	24	4.1%	54.2%	+24.6	> 7.2	N/A
X	White	512	553	90.5%	92.6%	501	552	93.7%	90.8%	+1.8	> 0.0	N/A
	Economically Disadvantaged	12	18	2.9%	66.7%	11	20	3.4%	55.0%	+11.7	> 7.0	N/A
	MATHEMATICS											
X	All Students	484	614	100.0%	78.8%	437	583	100.0%	75.0%	+3.8	> 3.0	YES
	African American	20	33	5.4%	60.6%	11	22	3.8%	50.0%	+10.6	> 8.0	N/A
	Hispanic	9	13	2.1%	69.2%	7	9	1.5%	77.8%	-8.6	< 2.4	N/A
X	White	448	558	90.8%	80.2%	416	548	94.0%	75.9%	+4.3	> 0.0	N/A
	Economically Disadvantaged	10	18	2.9%	55.6%	12	20	3.4%	60.0%	-4.4	< 6.0	N/A
	WRITING											
X	All Students	587	613	100.0%	95.8%	527	583	100.0%	90.4%	+5.4	> 0.0	N/A
	African American	10	11	1.8%	90.9%	9	9	1.5%	100.0%	-9.1	< 0.0	N/A
	Hispanic	30	34	5.5%	88.2%	12	21	3.6%	57.1%	+31.1	> 0.0	N/A
X	White	535	558	90.7%	95.2%	503	549	94.2%	91.6%	+4.6	> 0.0	N/A
	Economically Disadvantaged	18	18	2.9%	88.9%	13	20	3.4%	65.0%	+23.9	> 0.0	N/A

(8)

96

97

1996 Ratings (cont.)

③ **Attendance Data**: The numerator, denominator, and calculated attendance rate for grades 1-12 are provided. This information is derived from 1994-95 PEIMS Submission 3. (See Section II, *1996 Accountability Standards and Criteria* for details on the calculation.)

④ **Analysis Group Marker:** TAAS results are always evaluated for all students, but dropout rates for all students and each student group, and TAAS results for each student group, are evaluated only when minimum size requirements are met. An "X" to the left of the group label indicates that performance results for that group are used to determine the accountability rating. If no "X" is printed, then the size minimum was not met and performance results for that group are not used to determine the accountability rating. This information is provided on partial (Part I) and complete data tables. (See Section III, *Special Issues and Exceptions* for details on meeting minimum size requirements.)

⑤ **Low-performing Highlight**: For any indicator which is a cause of a district being rated *Academically Unacceptable* or a campus being rated *Low-performing*, the group label will be underlined. This highlight is new for 1996 and will be provided on the complete data table only.

⑥ **Dropout Data:** The number of dropouts, cumulative membership in grades 7-12, the student group percent, and the dropout rate for 1994-95 and 1993-94 are provided. In addition, the change in rates between the two years is calculated. This information is provided on both partial (Part I) and complete data tables.

⑦ **Single Student Group Dropout Waiver:** For any dropout rate to which the Single Student Group Dropout Waiver is applied, a "w" will be printed to the left of the student group label. This information is new for 1996 and will be provided on the complete data table only. (See Section II, *1996 Accountability Standards and Criteria* for details on rating standards.)

⑧ **Student Group Percent**: For both TAAS results and dropout rates, the percent of total represented by any group is calculated to assist in determining if minimum size requirements have been met. For TAAS, the calculation is based on the number of test takers; for dropout rates, it is based on cumulative membership. To be considered, the group must constitute at least 10 percent of the total, or exceed 200 test takers or cumulative membership, as appropriate to the indicator. This information is provided on both partial (Parts I and II) and complete data tables. (See Section III, *Special Issues and Exceptions* for details meeting minimum size requirements.)

1996 Ratings (cont.)

⑨ **Met Required Improvement:** For both TAAS results and dropout rates, there are circumstances when Required Improvement is calculated in order to determine a final accountability rating. See the discussion of Required Improvement in Section II, *1996 Accountability Standards and Criteria* for details to understand how Required Improvement can affect your rating. The data table labels are to be interpreted as follows:

YES For TAAS, 1996 performance is between 70.0 and 79.9 percent passing, or below 30.0 percent passing, and Required Improvement has been met. For the dropout indicator, the 1994-95 rate exceeds 6.0 percent and Required Improvement has been met.

NO For TAAS, 1996 performance is between 70.0 and 79.9 percent passing, or below 30.0 percent passing, and Required Improvement has not been met. For the dropout indicator, the 1994-95 rate exceeds 6.0 percent and Required Improvement has not been met.

N / A Required Improvement has not been evaluated. This will be printed when TAAS performance is between 30.0 and 69.9 percent passing, or above 79.9 percent passing. For dropout rates, it is printed when a rate is 6.0 percent or less. An "N / A" may also be printed if minimum size requirements for one or both years of data are not met.

This information is provided on both partial (Part I) and complete data tables for dropout rates, but only on the complete data table for TAAS.

⑩ **Dropout Table Notes:** If appropriate, a message about the use of dropout data in determining the accountability rating is provided. No message means that dropout data were used to evaluate accountability status. If a school has no membership in grades 7 -12 or, if a school has membership in those grades but minimum size requirements are not met, then a message indicates that dropout data are not relevant in determining the rating. This information is provided on both partial (Part I) and complete data tables. The text of those messages is:

- Dropout data not evaluated for your accountability status due to grade span.
- Dropout data not evaluated for your accountability status due to small numbers.

1996 Ratings (cont.)

⑪ **TAAS Performance:** The numerator, denominator, and calculated passing rates, summed for the grades tested at the school or district, are provided for 1994-95 and 1995-96. This information is derived from spring 1996 and spring 1995 TAAS testing. In addition the change in rates between the two years is calculated. This information is provided on both partial (Part II) and complete data tables.

⑫ **TAAS Table Notes:** If appropriate, a message about the use of TAAS results in determining the accountability rating is provided. Small numbers of test takers and paired schools trigger a message. This information is provided on complete data tables. Pairing information also appears on the partial (Part II) data table. The text of those messages is:

- Small numbers of test takers placed your school in Special Analysis. [printed below TAAS section]
- This school is paired with *<name of pairing partner>*. [printed above TAAS section]

⑬ **TAAS Required Improvement Standard:** TAAS Required Improvement is evaluated when TAAS performance meets the standards for the *Recognized* rating or the *Academically Unacceptable / Low-performing* ratings. The Required Improvement standard against which improvement is evaluated differs according to the initial performance level. The standard associated with the *Recognized* rating is 90 percent passing; for *Academically Unacceptable / Low-performing*, it is 50 percent passing. The standard being used is printed on the complete data tables. On its partial data table (Part II), the test contractor provides both calculations. On the complete data table from TEA, improvement to the 90 percent standard is calculated when 1996 TAAS performance for all subjects, for all students and all student groups, is at least 30.0 percent, even if the performance is not sufficient to be evaluated for a possible *Recognized* rating.

Additional Acknowledgment

A sample data table for additional indicators is provided on page 44 to illustrate the information provided.

① **Acknowledgment:** The complete data table transmitted on the ratings release date will provide the acknowledgment status of the district or campus. This information will not appear on the partial data table (Part I) provided before August 1. Possible district acknowledgments are: *Exemplary*, *Recognized*, *Does Not Qualify*, *Not Applicable*, and *Not Eligible*. Possible campus acknowledgments are: *Exemplary*, *Recognized*, *Does Not Qualify*, *Not Applicable*, *Not Eligible*, *Alternative Education*, *Delayed*, and *Not Rated*.

TEXAS EDUCATION AGENCY

CONFIDENTIAL - 1996 ACCOUNTABILITY DATA TABLES

CAMPUS NAME: SAMPLE CAMPUS
DISTRICT NAME: SAMPLE DISTRICT
CAMPUS NUMBER: 999999999

ADDITIONAL INDICATORS

(1)

ACKNOWLEDGMENT: NOT ELIGIBLE

(2)

COLLEGE ADMISSIONS TABLE

(3) STUDENT GROUPS (Analysis Groups are those with an "X")	CLASS OF 1995						
	Number Taking SAT and/ or ACT	Number of Graduates	Student Group Percent	Percent Taking SAT and/ or ACT	Number Scoring Above Criterion	Number of Graduates	Percent Scoring Above Criterion
X All Students	64	158	100.0%	34.8%	14	158	9.0%
African American	1	1	0.6%	100.0%	0	1	0.0%
X Hispanic	22	84	41.0%	34.4%	4	84	6.3%
X White	30	89	57.1%	33.7%	10	89	11.2%

(4)

Additional Acknowledgment (cont.)

(2) **College Admissions Test Data:** Information needed to evaluate the college admissions test indicator is provided for the class of 1995. That information includes: the number graduates taking college admissions tests, total number of graduates, the student group percent, the percent of graduates taking college admissions tests, the number of graduates scoring at or above the specified criterion score, and the percent of graduates scoring at or above the criterion. This information is provided on both partial (Part I) and complete data tables. (See Section IV, *Recognitions and Acknowledgments* for details on the calculations.)

(3) **Analysis Group Marker:** College admissions test information is always evaluated for all students but is evaluated for each student group only minimum size requirements are met. An "X" to the left of the group label indicates performance results for that group are used to determine the acknowledgment. If no "X" is printed, then the size minimum was not met and performance results for that group are not used to determine the acknowledgment. This information is provided on both partial (Part I) and complete data tables.

Additional Acknowledgment (cont.)

(4) **College Admissions Table Notes:** If appropriate, a message about the use of college admissions tests in determining the additional acknowledgment is provided. If a school has no graduates then a message indicates that there are no college admissions test data with which to determine the additional acknowledgment. This information is provided on both partial (Part I) and complete data tables. The text of the message is:

- College admissions data not evaluated for your acknowledgment due to grade span.

Changes Since 1995

New information provided on the 1996 accountability data tables includes:

- Partial accountability data tables provided in mid-summer are labeled "Part I" if produced by TEA and "Part II" if produced by the test contractor for the student assessment program.
- If the Single Student Group Dropout Waiver has been applied, a message is printed and the relevant student group is identified with "w" to the left of the group label.
- The label for any indicator(s) responsible for an *Academically Unacceptable / Low-performing* rating will be underlined on the complete data table issued with the accountability rating.

Section VI — System Safeguards

The Texas Education Agency has initiated procedures to ensure that student performance on the TAAS is properly measured and that dropouts are accurately counted. Data used to accredit districts and rate campuses will undergo routine screening prior to and after the release of the accountability ratings. These safeguards have been designed to validate data integrity.

Ratings Impact

Serious Data Problems

If data problems of sufficient magnitude to question the validity of any accountability ratings are uncovered, then the agency will take one or more of the following steps after consulting with the district:

- Attempts will be made to rectify the data problems within the accountability calendar.
- If the problem cannot be resolved by the rating release date, then:
  - a *Delayed* rating may be issued; OR
  - ratings may be determined using TAAS results for all students not in special education, instead of the October subset results.

Rating Changes

TEA reserves the right to change ratings issued on August 1 (or September 1) if problems in the data used to determine accountability ratings are subsequently discovered. The need for the agency to make such changes is expected to be rare.

Analyses Undertaken Prior to Release of Accountability Ratings

Analyses to examine data reasonableness will be undertaken prior to applying accountability system criteria. The Texas Education Agency will analyze current year information reported on PEIMS Submission 1 for internal consistency. Secondly, the test contractor for the student assessment program will notify TEA of potential data problems for a school district. The school district will be contacted by the agency and will have an opportunity to correct the information.

PEIMS Internal Consistency

In early spring, the agency will conduct analyses to assure internal consistency in PEIMS Submission 1 reporting. An example of inconsistent data is 8th grade students reported on a campus serving grades K-5. Problems resulting from these analyses will be pursued prior to the application of the accountability system in order to reduce the likelihood of issuing *Delayed* ratings for this type of data problem.

TAAS / PEIMS Consistency

Prior to reporting TAAS results in early June, the test contractor for the student assessment program will conduct analyses to detect discrepancies between PEIMS and TAAS data submitted by districts. Districts with significant discrepancies will be contacted by TEA; they will have a specified amount of time to correct any problems through the test contractor.

For the spring test administration, after TAAS answer sheets are processed, the test contractor will determine whether:

- There were students reported to PEIMS in the tested grades, but no answer sheets were received for those grades.
- There were answer documents submitted for a grade / campus, but no enrollment data were reported on PEIMS.

Slight differences in enrollment and answer sheets will not result in notification. Any requests by districts for changes after the specified TAAS correction period will be processed by the test contractor; however, those changes will not be reflected in the accountability (or October) subset of results. (See Section VII, *Local Responsibilities* for information on data correction opportunities.)

Incomplete Results

TAAS results will be examined by TEA to determine that mathematics and reading results are reported for each grade tested and that writing results are provided for grades 4, 8, and 10. Missing or unexpected results will be investigated.

Dropout Analysis

Dropout data will be examined to ensure that reasonable information is being used in the accountability system. Grade 7-12 withdrawals as a percentage of Grade 7-12 cumulative enrollment for 1994-95 will be determined. Withdrawals are those non-migrant students who were in attendance at any time in 1994-95, but who do not appear in any of the following data files:

- 1994-95 graduates,
- 1994-95 reported dropouts before the state recovery process has been applied,
- 1995-96 enrollment, and
- GED recipients.

Although withdrawals which are appropriately documented are not considered dropouts, a large percentage of unlocated withdrawals may be indicative of under-reported dropouts. Those campuses and districts with significantly high rates of these unlocated withdrawals will be identified for data inquiry and may receive a *Delayed* rating on August 1. Data problems will be pursued with the district.

Few Students Tested

To provide an accurate and comprehensive analysis of performance, all eligible students must be tested on the TAAS. As a routine check for all schools and districts, the percentage of tested students will be annually calculated.

A high percentage is not necessarily a problem; there are legitimate situations where a small percentage of students on a campus are tested on TAAS. The most common situation is an elementary school in which a large percentage of students are limited English-proficient and are exempted from taking the test according to State Board of Education rule.

TAAS scored answer sheets as a percentage of fall enrollment will be calculated as follows:

$$\frac{\text{Number of scored TAAS answer sheets for Non-Special Education Students, summed across tested grades}}{\text{Non-Special Education Enrollment reported on October PEIMS "as of" date in tested grades}}$$

A data inquiry can be initiated on the basis of this calculation. On the rating release date, the school or district may receive a rating of *Delayed* if the analysis and inquiry process is still pending.

Inquiries concerning the analyses conducted prior to release of the ratings should be directed to the Texas Education Agency Division of Performance Reporting.

Analyses Undertaken After Release of Accountability Ratings

Audits of Non-Tested Students

As a complement to the determination of the percentage of students tested on TAAS, the number and type of non-scored answer sheets will be analyzed further after the release of the ratings. Excessive absences or exemptions can compromise assessment results for accountability purposes.

Excessive Absences

This process will compare the percent of students coded as "absent" on each of the TAAS tests to the annual attendance rate for that campus during the school year in which the assessment was conducted. Schools with excessively high absenteeism during the testing may be identified for an accountability inquiry.

Excessive LEP Exemptions

This process will compare the number of students coded as LEP-exempted from the TAAS to the number of students actually receiving bilingual or ESL services. If the number exempted for any of the TAAS tests administered is greater than the number of students served in bilingual or ESL programs, the campus may be identified for an accountability inquiry.

Excessive ARD Exemptions

This process will compare the number of special education students exempted from the TAAS administration by the local ARD committee to the number of students receiving special education services. If the number exempted for any of the TAAS tests administered is greater than the number of students served in special education programs, the campus may be identified for an accountability inquiry.

Excessive Coding as "other"

"Other" is a "do not score" code used for highly unusual circumstances such as illness during the testing or test administration irregularities. This process will examine the percent of students coded as "other" during the administration of any of the TAAS tests. Campuses which have an unusually high percentage of eligible test takers with test documents coded as "other" may be identified for an accountability inquiry.

TAAS / Membership Consistency

Once 1995-96 attendance data for all campuses and districts, reported on PEIMS Submission 3, are available in an automated data file, further analysis will be undertaken. Students tested at each grade as a percentage of six-week membership will be calculated and discrepancies not identified in the TAAS / enrollment comparison will be investigated. The appropriate six-week period of membership for the test date will be selected. If a school or district was already identified by the "Few Students Tested" analyses, it will not be subjected to this inquiry.

Dropout Audits

Dropout data will be further examined after the release of the ratings. A three-part analysis will be undertaken to verify the accuracy of:

(1) zero dropouts reported for a district or campus;

(2) 1 - 10 dropouts reported for a district or campus; and

(3) dropouts reported with reason codes that eliminate them from the calculation of the accountability dropout rate, *i.e.,* foreign students returning to their home country; students expelled for criminal behavior; and students meeting all graduation requirements but not passing the exit-level TAAS.

The dropout audits will examine the dropout data for all students and each student group (African-American, Hispanic, White, and Economically Disadvantaged.) If significant discrepancies are identified, an inquiry will be initiated with the reporting district.

PID Audits

The information used in the accountability system such as district and campus of enrollment, ethnicity, economically disadvantaged codes, TAAS results, college admissions results, attendance, and dropout information are reported at the student level. The Person Identification (PID) number, a unique student identifier, links all of this information. Where a significant level of non-matches occurs, an inquiry into the cause will be initiated with the district.

Audit Procedures

For all the audits undertaken after the release of the accountability ratings, the following will apply:

- The parameters which trigger an inquiry will be set after examining statewide distributions of the data if possible. They will be set at levels that only identify districts or campuses that are significantly "out of

Audits Procedures (cont.)

range" compared to other districts or campuses in the state.

- The criteria will be adjusted as needed for alternative education school settings.
- If an audit raises cause for concern, it will be communicated quickly to the school district.

For accountability purposes, the following procedures will be followed to determine whether those districts or campuses with unusual audit results have a valid and appropriate reason for the anomalies evident from the auditing process.

Inquiry Level 1:

A telephone inquiry from the Office of Accountability will be placed, and the results of the phone conference will be documented and filed in the district accreditation file.

Inquiry Level 2:

If the results of the telephone inquiry are insufficient to indicate a clear and valid reason for the audit exception, a letter of notification to the principal of the campus, with a copy to the superintendent, will be issued requesting a written explanation of the irregularities that have been observed. A copy of the letter of notification will be filed in the district accreditation file in the Office of Accountability. If resolution is reached at this level, a letter from the agency will be provided to the principal with a copy to the superintendent stating that the inquiry was satisfactorily resolved.

Inquiry Level 3:

When a telephone conference and a letter of inquiry are not sufficient to resolve the questions pertaining to the audit results, a team of professional staff members of the Office of Accountability will conduct an on-site review and make recommendations for corrective actions and / or sanctions. A written summary of the findings of the on-site review and recommendations from the agency will be provided to the appropriate school administrator(s), and will be filed in the district accreditation file.

Inquiries concerning the analyses conducted after release of the ratings should be directed to the Texas Education Agency Office of Accountability and School Accreditation.

Complying with Statutory Reporting Requirements

Public notification of accountability results and campus planning are governed by multiple statutory requirements. These are:

AEIS Report

Each board of trustees shall publish an annual report describing the educational performance of the district and of each campus in the district and include the campus performance objectives and the progress of each campus toward those objectives. The annual report must also include the performance rating of each campus in the district. The report shall include a comparison provided by the Central Education Agency of a variety of performance, student, staff, and financial information and must include the amount, if any, of the school district's unencumbered surplus fund balance as of the last day of the preceding fiscal year and the percentage of the preceding year's budget that the surplus represents. Supplemental information to be included in the reports shall be determined by the local board of trustees. [TEC §39.053 (a), (c)-(d), (f)]

Public Discussion of the Annual Performance Report [AEIS Reports]. The board of trustees shall hold a hearing for public discussion of the annual performance report (AEIS). The board of trustees shall notify property owners and parents in the district of the hearing. After the hearing, the report shall be widely disseminated within the district. [TEC §39.053 (b)]

The district-level decision making committee must hold at least one public meeting annually after the receipt of the agency-generated portion of the annual performance report for the purpose of discussing the performance of the district and the district performance objectives. [TEC §11.252 (e)]

Ratings

Public Discussion of District and Campus Ratings. Each campus site-based decision making committee shall hold at least one public meeting annually after the receipt of the annual campus accountability rating (released with the complete data tables on August 1 or September 1) for the purpose of discussing the performance of the campus and the campus performance objectives. [TEC §11.253 (g)]

Ratings (cont.)

If a district is rated *Academically Unacceptable* or a campus is rated *Low-performing*, the board of trustees must conduct a hearing to notify property owners and parents in the district of the rating, the improvements in performance expected by the Central Education Agency, and the sanctions which may be imposed if the performance does not improve. For *Low-performing* campuses the hearing should also solicit public comment on the initial steps being taken to improve performance. [TEC §39.073 (d) and TEC 39.131 (a),(b)]

Boards of trustees should attempt to comply with the spirit of the statute in the most efficient ways possible. Where meetings and hearings required by various statutes can be combined, it is appropriate to do so.

Development of Local Accountability Systems

Although the statewide accountability system has been designed to address the guiding principles articulated in Section I, *Introduction*, it is not a comprehensive system of performance evaluation. Communities across Texas have varied needs and goals for the school districts educating their students and local systems of accountability need to address those priorities. The state system is meant to be a starting point for locally developed accountability systems.

Districts are encouraged to continue to develop their own complementary local accountability systems to plan for the year 2000 performance and beyond. **Such systems are entirely voluntary and for local use only. Performance on locally defined indicators which are not part of the AEIS will not impact the accountability ratings determined through the statewide system.**

Districts may choose to expand the accountability system with additional indicators appropriate for local evaluation. Examples of locally maintained indicators include:

- level of parent participation;
- progress on locally administered assessments;
- progress on goals identified by campus improvement plans;
- progress compared to other schools in the district;
- progress on professional development goals;
- school safety measures.

As a different approach, districts may choose to expand the state-designated accountability ratings. For example, further differentiation among schools rated *Acceptable* may be desired. A local decision would be made regarding the criteria upon which to subdivide this category.

Yet a third approach is to examine those base indicators both currently in use and planned for implementation which fall short of local expectations. Additional performance measures could be constructed to track efforts to improve performance in those areas.

Irrespective of the strategy chosen, local accountability systems should be designed to serve the needs of the local community and to improve performance for all students.

Opportunities for Data Correction

Each data source for the Academic Excellence Indicator System has a prescribed process and calendar for correcting errors or omissions discovered after the original submission. **The accuracy of ratings, acknowledgments, recognitions, and reports is wholly dependent on the accuracy of the information submitted.** Districts are responsible for submitting all AEIS data with the exception of college admissions tests results, which are transmitted by the testing companies. The opportunities for correction for each indicator used to determine ratings or acknowledgments are described in this section.

TAAS

Districts have a specified amount of time to correct demographic information coded on the TAAS answer sheets. **Only the errors identified and corrected during the correction period will be reflected in the partial data tables (Part II) generated by test contractor.** The contractor will process corrections made after the deadline, but those changes will not be reflected in the accountability (or October) subset of results.

- ***Traditional Calendar Districts and Schools.*** All districts with traditional calendar schools will receive from the testing contractor their TAAS summary sheets (which include all test takers) by the end of May. Districts have until June 7 to review their results and correct any demographic data errors which may have resulted from improperly coded answer sheets.

  The accountability data tables Part II and the spring 1996 preview reports, which include only the October subset of test takers, will be sent to these districts by the test contractor by the end of June. The accountability data table will contain the TAAS results used to determine accountability ratings and acknowledgments.

TAAS (cont.)

- ***Year-Round Education Districts and Schools.*** All districts which tested students in the optional test administration in June will receive from the testing contractor their TAAS summary sheets (which include all test takers) by the second week of July. Districts have until July 19 to review their results and correct any errors which may have resulted from improperly coded answer sheets.

  The accountability data tables Part II and the spring 1996 preview reports, which include only the October subset of test takers, will be sent to these districts by the test contractor by the first week in August. The accountability data table will contain the TAAS results used to determine accountability ratings and acknowledgments.

Dropouts, Graduates, Enrollment

In 1995-96, PEIMS Submission 1, which includes 1994-95 dropout and graduate reporting, as well as 1995-96 enrollment, allowed for a resubmission correction period from mid-December 1995 to February 2, 1996. This is the vehicle through which districts should have corrected any erroneous information initially submitted regarding dropouts, graduates, and enrollment.

Attendance

In 1994-95, PEIMS Submission 3 in which districts reported 1994-95 cumulative attendance, allowed for a resubmission correction period which for most districts extended through October 1995. This is the means by which districts should have corrected any erroneous information initially submitted regarding attendance.

SAT / ACT

College admissions results are provided to the Texas Education Agency by the College Board and the American Testing Program. The school to which scores are attributed is identified by the student taking the test. Schools are encouraged to verify campus summary information on the SAT and ACT by the end of June of any given school year. Discrepancies should be reported to the testing companies, not TEA.

Appeals Related to the 1996 Accountability Ratings

General Instructions

Superintendents are provided the opportunity to appeal data used to determine ratings under a limited set of circumstances, within a defined time limit. General appeal parameters are outlined below:

- Campus and district appeals must be written and submitted under the signature of the district superintendent.

General Instructions (cont.)

- For any district or campus, only one opportunity will be permitted to appeal on any indicator.
- Appeals must be based upon a data or calculation error solely attributable to the Texas Education Agency or the test contractor for the student assessment program. Problems due to district errors in PEIMS data submissions or on TAAS answer sheets do not constitute a valid basis for appeal.
- The decision of the commissioner of education is final.
- The earlier an appeal is received prior to August 1, the more likely it is to be resolved before ratings are released.

Dropout Appeals

After the PEIMS resubmission period, TEA will apply the dropout recovery process to the data. In April, the agency will provide to districts the accountability dropout counts and rates for all students and each student group, as well as lists of recovered and unrecovered dropouts. The source of recovery will be provided for dropouts on the recovered list. Again, accountability appeals must be based on errors attributable to TEA, not district reporting errors.

- Appeals to 1994-95 dropout rates will be accepted as soon as the data are released to districts in April. As this type of appeal has proved very labor intensive to resolve, districts are strongly encouraged to pursue any questions regarding dropout data as soon as possible. Appeals to dropout data received before May 31, 1996 should be resolved prior to the August 1 ratings release. Appeals received after May 31, 1996 may not be resolved prior to August 1.
- Dropouts coded on 1995-96 PEIMS Submission 1 as a 1) foreign student returning to his / her home country, 2) student expelled for criminal behavior, or 3) student meeting all graduation requirements except passing the exit-level TAAS, are removed from the dropout count for accountability purposes as part of the state-level dropout recovery process. Districts may not appeal dropouts that the district should have, but failed to code with one of these reason codes. The commissioner alerted superintendents that he would not consider appeals of this type in his December 1, 1995 correspondence which outlined the 1996 accountability standards.
- Districts should look carefully at the list of unrecovered dropouts sent in April before submitting an appeal to ensure that the dropouts in question have not already been recovered by the state recovery process. Appeals will be considered only for dropouts who are on the list of *unrecovered* dropouts.

Attendance Appeals

For districts or campuses which meet all TAAS and dropout standards for the *Exemplary* or *Recognized* ratings, but fail to meet the attendance rate standard, the superintendent may request the use of current year attendance in the ratings evaluation, if current year attendance meets or exceeds the standard of 94.0 percent. 1994-95 attendance rates will be printed on the accountability data tables (Part I) provided by TEA in June. Every attempt will be made to resolve attendance appeals submitted before July 15, 1996 by the August 1, 1996 ratings release. Appeals submitted on or after July 15, 1996 will be resolved after August 1, 1996. **A notarized copy of 1995-96 attendance rates must be submitted as part of the appeal.**

TAAS Appeals

TAAS information may be appealed if a problem is identified with the accountability subset of results reported on the accountability data tables (Part II). This appeal should reflect a serious problem such as a missing grade or campus, and not be based on demographic errors that should have been corrected during the designated correction window. Districts may submit appeals to TEA from the time of receipt of the accountability data table (Part II) through August 31, 1996 for August 1 ratings, or through September 30, 1996, for September 1 ratings.

1996 Appeal Deadlines

Superintendents have a limited window in which to submit an appeal to the commissioner of education.

- August 1 ratings may be appealed through August 31.
- September 1 ratings may be appealed through September 30.
- Dropout data may be appealed from the time of receipt (April) through the end of the rating appeal window (August 31 or September 30). However, every attempt will be made to resolve those appeals received by May 31, 1996 by the August 1 ratings release. Appeals received after that date may not be resolved prior to the rating release date.
- Substitution of current year attendance rates may be appealed from the time of receipt of the partial data tables (June) through the end of the rating appeal window (August 31 or September 30).

How to Submit an Appeal

Superintendents appealing data used to determine an accountability rating should prepare a written request to the commissioner of education which identifies:

- The district and / or campuses for which the appeal is being submitted;

How to Submit an Appeal (cont.)

- The data in question;
- The perceived error; and
- The reason(s) why the perceived error is attributable to the Texas Education Agency or the test contractor for the student assessment program.

When student-level information is in question, supporting information must be provided for commissioner review, *i.e.*, a list of the students in question by name and identification number must be provided. It is insufficient to claim data are in error without providing information with which the appeal can be evaluated. More than one indicator can be appealed in the same letter.

Examples of acceptable and unacceptable appeals are provided for illustration.

Acceptable Appeals:

Dear Commissioner Moses,

I have analyzed the TAAS results for Elm Street Elementary and am unable to reconcile the counts of economically disadvantaged students to the test taker totals on the partial accountability data table received from the test contractor for the student assessment program. I believe the appropriate count to be 28 rather than 34. Attached is a list of the students at the school whom I believe are part of the accountability subset and who should be coded as economically disadvantaged. Student names, PIDs, and economic status are provided.

Sincerely,

John Q. Educator
Superintendent of Schools

Dear Commissioner Moses,

According to my analysis, Elm Street Elementary meets all criteria for receiving the Recognized rating with the exception of the attendance rate. Attached is a notarized copy of the 1995-96 cumulative attendance for grades 1 - 5 which is derived from my 1995-96 PEIMS Submission 3. As you will note, the attendance rate for the current school year is 94.2 percent which exceeds the 94 percent standard, and therefore, may be substituted for use in the 1996 ratings evaluation.

Sincerely,

John Q. Educator
Superintendent of Schools

How to Submit an Appeal (cont.)

Unacceptable Appeals:

Dear Commissioner Moses,

I have analyzed the TAAS results for Elm Street Elementary and believe that there is an error in the counts of economically disadvantaged students. I believe the appropriate count to be 28 rather than 34.

Sincerely,

John Q. Educator
Superintendent of Schools

Dear Commissioner Moses,

According to my analysis, Elm Street Elementary may meet all criteria for receiving the Recognized rating with the exception of the attendance rate. Please substitute 1995-96 attendance data when determining the 1996 rating.

Sincerely,

John Q. Educator
Superintendent of Schools

How an Appeal Will Be Processed

Once an appeal is received by the commissioner, a standard process for reviewing the information will be followed. In 1996, the process is being expanded to include a review panel to prepare a recommendation to the commissioner. This process is detailed below:

- The commissioner of education receives an appeal, prepared under signature of the district superintendent.
- The commissioner forwards appeals to the Office of Policy Planning and Research for review.
- The Office of Policy Planning and Research coordinates any research necessary to evaluate the claims in the appeal and prepares a recommendation for the Accountability Review Panel.
- The Accountability Review Panel examines the appeal, supporting documentation, agency research, and staff recommendation and prepares a recommendation for the commissioner of education. The Accountability Review Panel will be comprised of representatives of the Texas Education Agency, school districts, and business / community interests. The panel will meet as often as necessary to review the appeals in a timely manner.

How an Appeal Will Be Processed (cont.)

- The commissioner will make a final decision regarding the appeal based on the recommendations of the review panel.
- The superintendent will be notified in writing of the commissioner's decision and the rationale upon which the decision was made.

On-site Accreditation Investigations

Texas Education Code §39.074 permits the raising or lowering of performance ratings as a result of on-site investigations. On-site accreditation visits are currently scheduled only for campuses rated *Low-performing* and districts rated *Academically Unacceptable*. If the investigative team determines that a change in the accountability rating should be considered, the Accountability Review Panel will review the relevant performance data and site-visit reports to make a recommendation to the commissioner of education. The commissioner will make a decision regarding the proposed rating change based on the recommendations of the review panel.

Section VIII — Blueprint of the 1997-2000 Accountability Systems

System Evolution

There is general agreement that the accountability system as implemented to date does not yet reflect appropriate standards of performance for all rating levels, nor does it fully integrate all statutory components. From its inception, the system was designed to evolve over time to increase standards, incorporate additional indicators, meet statutory requirements as quickly as possible, and improve the information with which accountability decisions are made.

In order to provide schools and districts with adequate time to prepare for the increasing rigor of standards, the commissioner's blueprint for accountability system criteria and standards through the year 2000 is presented in this section. School district, business, and governmental representatives met during the fall of 1995 to assist in its development. Although changes may occur prior to implementation for a variety of reasons, the information in this section should still be useful as a tool to set the expectations and timetable for performance growth.

What Remains Stable

The strongest advice voiced by the school district and community representatives assisting in the definition of the 1997 - 2000 accountability systems was the need for stability. So, although standards and indicators will evolve over the next five years, the basic structure of the system remains the same. Components of the system remaining stable under this blueprint are:

- the rating categories;
- the use of base and additional indicators;
- the use of individual student groups;
- TAAS results used for accountability purposes based on the October subset of students who are not served in special education;
- the phase-in process for new indicators;
- provisions for special circumstances such as small numbers of students, schools operating on a non-traditional calendar, schools serving grades not tested through TAAS, and alternative education programs; and
- reports and recognitions based on the performance results used to determine accountability ratings.

Anticipated Developments

The blueprint anticipates changes to the methodology for determining some aspects of the accountability system. These include defining Comparable Improvement, accommodating the 1996 recentering of the Scholastic Assessment Test (SAT I), and improving the reporting of students served by multi-district cooperatives. Each anticipated change is discussed in this section.

Comparable Improvement

Texas Education Code §39.051(c) defines Comparable Improvement as "measuring campuses and districts against a profile developed from a state total student performance data base which exhibits substantial equivalence to the characteristics of students served by the campus or district, including, but not limited to past performance, socioeconomic status, ethnicity, and limited English proficiency [LEP]." Comparable Improvement will be piloted on the 1996 AEIS reports and fully incorporated into the system in 1998.

The issues to be addressed in defining Comparable Improvement include:

- What should the purpose of Comparable Improvement be? Will it affect the accountability ratings of districts and campuses? If so, which levels?
- What performance will be compared?
- How should Comparable Improvement be calculated given that statute calls for a statewide profile to be defined? Can Required Improvement and Comparable Improvement be linked?
- Against what standard should a district or campus be compared?
- Given the statewide profile requirement, how shall the dual goals of using the most current information available and providing schools and districts with the ability to determine their ratings prior to notification by the Texas Education Agency be resolved?

Decisions made about the calculation of Comparable Improvement will be provided in *Part 2* of this manual, to be published in May 1996.

Changes to the SAT

In April 1994, the College Board introduced a revised test, the Scholastic Assessment Test I (SAT I). Beginning with the 1995 April test administration, the College Board will begin reporting SAT I Verbal and Mathematics scores to students on a "recentered" scale which generally will affect students in the class of 1996. Class of 1995 summary data will be reported on the SAT I score scale currently in use. However, class of 1996 summary data will be reported on the new, recentered score scale. These revised and recentered scores will be used in the 1997 accountability system.

Recentering resets the average or midpoint of the SAT I distribution of scores to 500 for both Verbal and Mathematics. The percentile ranking of students' scores does not change according to the College Board. Benefits of recentering are enhanced interpretability of student scores, as well as improved comparability across Verbal and Math score scales. Recentering was also based on a new, current reference group that is reflective of the larger and more diverse group of college-bound students than the original reference group.

Before using class of 1996 SAT I results, it will be necessary to re-examine the criterion score used to determine additional acknowledgment for college admissions tests for possible modification.

Improved Student Reporting on PEIMS

Current PEIMS reporting standards do not permit differentiation between the district of residence and district of service for students served in multi-district cooperatives or privately operated residential treatment facilities. Because of this, it is not possible to determine which district should be assigned the performance results of these students for accountability purposes. A two-year development process to define additional PEIMS data elements is underway to permit the disaggregation of students served in multi-district cooperatives by member districts. Additional refinements for campus identifiers are planned as well. In the future, districts should be able to report the district assignment for accountability purposes for each student through the standard PEIMS submission process.

Future Research

The agency is exploring issues that may impact the accountability system in future years. These include the use of Spanish language TAAS tests, use of the Texas Learning Index, development of a school completers measure, development of a cumulative TAAS exit-level passing rate, analysis of student mobility rates, and options for how to incorporate end-of-course examination results for students who meet the graduation testing requirement. These research projects are briefly described.

Spanish TAAS

How Spanish language subject area tests will be used in the accountability system has not yet been determined. According to the "benchmark-report-report-use" phase-in process, grade 3-4 Spanish language tests could be used in the system in 1999. Spanish language test results, however, could be used after the benchmark year, or could be used solely in the results-based monitoring system. The commissioner continues to explore this issue with educators and may wait until 1997 to make a decision.

The Texas Learning Index (TLI)

First reported in spring 1994, the Texas Learning Index (TLI) was developed for reading and mathematics to measure a student's progress across grades. TAAS scores from one year to the next can be compared to determine whether performance is improving, is being maintained, or is decreasing. Of concern is whether or not, based on past performance, a student can be expected to pass the exit-level examination in order to graduate from high school. The development of such an index has implications for other measures of improvement since the TLI can change the focus from achieving a standard of performance within a specific timeline to achieving passing exit-level TAAS scores prior to graduation. For 1996, average TLIs will be reported on AEIS.

The index is reported with the grade linked to the TLI score. For example, a TLI in mathematics of "3-65" means a 3rd grade TAAS mathematics score of 65. A TLI score of 70 corresponds to the passing standard, the minimum expectation level, at each grade. The TLI is reported for reading and mathematics from the test contractor for each student, and can be averaged at a group level.

Growth will be calculated by subtracting the 1995 TLI scores from the 1996 TLIs. Growth of zero means that progress is being maintained; growth less than zero means that less than one year's growth occurred; and growth greater than zero means that more than one year's progress occurred. The comparison permits, for example, an analysis of whether students who failed TAAS in both years made more than one year's progress, a needed circumstance if the student is ultimately to pass the exit-level examination.

- Growth calculations will likely be based on students who can be matched over the two years (current and prior). These comparisons will be based on students in the current year October subset for grades 4 - 8, irrespective of where those students were taught in the previous year.
- TLI growth for 10th graders may be determined by matching back two years for grade 8 results. However, matching back two years may well lead to small numbers in the group; and this measure may give a misleading picture of the two-year progress of 8th graders because students who are retained in grade 9 or who drop out in either grade 8 or 9 will not be part of the comparison group. Further research is needed before determining TLI growth for 10th graders.

School Completers

Research into the feasibility of developing a school completers rate for campuses and districts is being undertaken by the agency. To develop such a measure, enrollment, attendance, dropout, TAAS exit-level results, and GED completion information would have to be linked across six school years. The accuracy of the completion rate will depend upon the success of merging these types of data over multiple years. It is possible that data collections may change; it may be necessary for districts to report all student withdrawals instead of dropouts only.

A completion rate would: 1) have the advantage of being a positive indicator rather than a negative one like the annual dropout rate, 2) permit school leaver recovery searches over multiple years, and 3) encourage longitudinal planning for improving graduation rates. Also, the completion rate would be based primarily on enrollment and graduation data that are less subject to variations in district reporting practices than are dropout data. The negative aspects of such a measure are: 1) developing a fair process for attributing to campuses and districts the withdrawal and reenrollment of mobile students and recovered dropouts, 2) dealing with bad PIDs, and 3) potentially expanding student-level data collections.

Mobility

The agency is currently conducting a study of mobility rates among Texas schools and districts. This research may ultimately impact the definition of the accountability subset of students, AEIS groups of comparable schools, and the previously mentioned school completion research.

End-of-Course Exams

Beginning with the 1998-99 school year, Texas students may fulfill their testing requirements for graduation by demonstrating satisfactory performance on either:

- the TAAS exit-level tests in reading, writing, and mathematics; or
- three end-of-course examinations.

Statute permits the successful completion of the Algebra I, English II, and either Biology I or U.S. History end-of-course examinations as a secondary route to fulfilling the exit testing requirement. The Algebra I and Biology I tests are currently available, but the English II and U.S. History tests are under development. How students who pass the end-of-course examinations are treated in the determination of accountability ratings must be explored because evaluation of both TAAS passing rates and Required Improvement could be impacted. As the end-of-course examinations are implemented, options to address this issue will be developed for review and comment.

Cumulative TAAS Exit

The agency is exploring creation of a cumulative exit-level TAAS passing rate for schools and districts. Districts have long expressed an interest in reporting such a measure in order to highlight the success of remediation efforts for students who failed one or more sections on the first test administration. If developed, this information may appear as a Report-Only Indicator on AEIS. Appropriate campus and district attribution of results is an issue for calculating this measure.

Planning for the Future Accountability System Blueprint

The following outline represents the blueprint which defines the 1996 accountability system and which will be used for developing the statewide accountability systems for 1997 through the year 2000. This was defined with the assistance of focus groups of educators, other district and regional education service center representatives, and business and education partners.

- **TAAS Subject Area Tests.** Assessment results for reading, writing, and mathematics will be used to determine accountability ratings. Science and social studies results are currently scheduled to be report-only indicators on annual AEIS reports. Reading and mathematics are assessed at grades 3-8, and 10; writing is assessed at grades 4, 8, and 10; and science and social studies are assessed at grade 8.

  Subject area standards will be maintained in the accountability system and they will increase over time. The TAAS standard for the *Recognized* rating will increase to 75.0 percent passing in 1997, and to 80.0 percent passing in 1998. The TAAS standard for *Academically Acceptable / Acceptable* rating will increase by 5 percent each year so that the 50.0 percent passing standard is reached in the year 2000.

- **End-of-course examinations.** Participation rates for all end-of-course examinations are reported on AEIS. End-of-course passing results which were used by individual students to meet the graduation testing requirement can be incorporated into the accountability system in 1999.

- **Dropout Rates**. No changes to the dropout rate standard are scheduled at this time. As previously mentioned, a completion rate measure will be explored to ultimately replace the dropout rate as a base indicator. Implementation of such a substitution would require a statutory change.

- **Attendance Rates.** There are no plans to modify the attendance rate standard or to implement an attendance rate standard for individual student groups at any rating level. Ways to incorporate current year rather than prior year attendance into the accountability system will continue to be explored; however, in 1995, educators were generally not supportive of changing the collection schedule to acquire current year information for accountability ratings.
- **Comparable Improvement.** Comparable Improvement will not affect ratings in 1996, but the measure will be piloted on 1996 AEIS reports. The measure's methodology and application in future years will be reevaluated for 1997.
- **Other Indicators.** Other statutorily defined indicators not used to determine ratings will be designated as either Additional Indicators upon which Additional Acknowledgment can be determined, or Report-Only Indicators, which will appear on AEIS reports and possibly the School Report Card. Other indicators adopted by the State Board of Education will become Report-Only Indicators. Current plans for other indicators are detailed below:
  - The criterion score for the SAT I must be adjusted based on the 1996 recentering of the test by the College Board. Standards for additional acknowledgment will be reevaluated as well.
  - Any measure related to the recommended high school program will be an Additional Indicator.
  - Any measure related to TAAS / TASP equivalency will be an Additional Indicator.
  - Any measure related to TAAS science and social studies performance will be a Report-Only Indicator.
  - Any measure related to TAAS exemptions will be a Report-Only Indicator.
  - Any measure related to the completion of advanced academic courses will be a Report-Only indicator. The courses designated as "advanced" by the agency may change from year to year, depending on changes in the state-mandated curriculum and / or the *PEIMS Data Standards*.

Table 4 on page 70 presents the blueprint for the accountability system, 1996 through 2000.

Table 4: Blueprint of 1996-2000 Accountability Systems

	1996	1997	1998	1999	2000
BASE INDICATORS					
TAAS Indicators					
Reading, Mathematics, Gr. 3-8, 10	√	√	√	√	√
Writing, Gr. 4, 8, 10	√	√	√	√	√
Spanish Reading, Mathematics, Gr. 3-4	Benchmark	undecided	undecided	undecided	undecided
Spanish Reading, Mathematics, Gr. 5-6	Field Test	Benchmark	undecided	undecided	undecided
Spanish Writing, Gr. 4	Field Test	Benchmark	undecided	undecided	undecided
TAAS Passing Standards					
Exemplary	>=90.0%	>=90.0%	>=90.0%	>=90.0%	>=90.0%
Recognized	>=70.0%	>=75.0%	>=80.0%	>=80.0%	>=80.0%
Academically Unacceptable / Low-performing	<30.0%	<35.0%	<40.0%	<45.0%	<50.0%
Dropout Rate Standards *					
Exemplary	* <=1.0%	<=1.0%	<=1.0%	<=1.0%	<=1.0%
Recognized	<=3.5%	<=3.5%	<=3.5%	<=3.5%	<=3.5%
Academically Unacceptable / Low-performing	>6.0% ☆	>6.0% ☆	>6.0% ☆	>6.0% ☆	>6.0%
Attendance Rate Standard †	>=94.0%	>=94.0%	>=94.0%	>=94.0%	>=94.0%
Required Improvement: ***Recognized*** ⌘					
TAAS Reading, Mathematics, and Writing	√	√	√	√	√
Required Improvement: ***Acad. Unacceptable / Low-performing*** ⌘					
TAAS Reading, Mathematics, and Writing	√	√	√	√	√
Dropout Rate	√	√	√	√	√
Comparable Improvement ‡	Benchmark	undecided	undecided	undecided	undecided
ADDITIONAL INDICATORS					
College Admissions Tests (HS)	√	√	√	√	√
Recommended High School Program (HS)	Benchmark	Report	Report	√	√
TAAS / TASP Equivalency (HS)	Report	√	√	√	√
College Admissions Tests					
% Participation / % Meeting Criteria					
Exemplary	70% / 35%	**	**	**	**
Recognized	55% / 10%	**	**	**	**
REPORT-ONLY INDICATORS					
TAAS Exemptions (Elem / MS / HS)	Report	Report	Report	Report	Report
Science, Social Studies, Gr. 8 (MS)	Report	Report	Report	Report	Report
Percent Taking End-of-Course Exams (HS)					
Biology I	Report	Report	Report	Report	Report
Algebra I	Report	Report	Report	Report	Report
English II	Pilot	Field Test	Benchmark	Report	Report
U.S. History	Pilot	Field Test	Benchmark	Report	Report
Advanced Academic Courses (HS)	Report	Report	Report	Report	Report

√ Used for ratings or acknowledgments.

☆ Special conditions for a single dropout rate exceeding the 6.0 percent standard apply.

* The dropout rate indicator could be replaced by an appropriate measure of completion, if one is developed in the future.

† The attendance rate standard will be waived for the *Academically Acceptable / Acceptable* rating if failure to meet that standard would be the sole reason that the school would be *Low-performing* or the district *Academically Unacceptable*.

‡ Comparable Improvement will be piloted on the 1996 AEIS reports. Its application within the accountability system is undecided as of March 1. Further details will be provided in the ***1995-96 Accountability Manual, Part 2*** to be published in May of 1996.

** College admissions test standards will need to be re-evaluated based on the 1996 recentering of the SAT.

⌘ Required Improvement could be replaced by Comparable Improvement in future years.

Section IX— Additional Information

Calendar for 1995-96

Dates significant to the **1995-96** Accountability System are listed below. Those in boldface type indicate data submission deadlines or test administration dates.

1995	**June 29**	1994-95 PEIMS Submission 3 due (1994-95 Attendance)
	October 27	Accountability System "as of" date for enrolled students
	December 1	1995-96 Accountability Standards and Criteria finalized
	December 14	1995-96 PEIMS Submission 1 due (1994-95 Dropouts and Graduates; 1995-96 Enrollment)
1996	February	Class of 1995 college admissions test results available
	February 2	Last date to resubmit changes and corrections to 1995-96 PEIMS Submission 1
	Early March	*1996 Accountability Manual* published and distributed to all districts and schools
	March 5 - 7	TAAS test administration: exit-level reading, writing, and mathematics (grade 10); writing (grades 4 & 8)
	April 2	Optional TAAS test administration for year-round schools: writing (grades 4 & 8)
	April	Districts receive 1994-95 annual dropout rates from TEA
	April - May 31	Districts may appeal 1994-95 dropout rates to the commissioner for resolution prior to August 1, 1996
	April 24-26	Districts receive TAAS exit-level results for all students from test contractor
	April 30, May 1-3	TAAS test administration: reading & mathematics (grades 3-8); science & social studies (grades 8)
	April 30	Pairing forms due to the Texas Education Agency

1996 (cont.)	**Mid-May (various)**	Districts administer end-of-course examinations during two-week period prior to completion of the course
	Late May	Districts receive TAAS results for all students in grades 3 - 8 from test contractor
	May 31	Last day for dropout rate appeals to be submitted for resolution before the August 1 ratings are released
	June 4-7	Optional TAAS testing for year-round education schools: reading & mathematics (grades 3-8); science & social studies (grades 8)
	June 7	Deadline for districts to contact test contractor to correct problems with TAAS demographic data (May TAAS administration)
	Late June	Districts receive: • Accountability Data Table (Part I) for attendance, dropout rates, and college admissions results from TEA • Accountability Data Table (Part II) and Spring 1996 Preview Report for May TAAS administration from test contractor
	June 20-27	Districts receive TAAS end-of-course results from test contractor
	July 5-12	Districts receive June TAAS results for all students from test contractor
	July 15	Last day for districts to submit appeals to substitute 1995-96 attendance if they are to be resolved before the August 1 ratings are issued
	July 19	Deadline for districts to contact test contractor to correct problems with demographic TAAS data (June administration)
	Early August	Districts receive Accountability Data Table (Part II) and Spring 1996 Preview Report for June TAAS administration from test contractor
	August 1	TEA issues districts and campus (traditional calendar) accountability ratings
	August 31	Last day for districts to appeal August 1 ratings
	September 1	TEA issues accountability ratings for year-round schools
	September 30	Last day for districts to appeal September 1 ratings
	October 15	TEA issues AEIS reports to all districts and campuses
	November 15	TEA provides the School Report Card to all campuses

Dropout Policy

Beginning in 1994 with the use of 1992-93 data, TEA incorporated several significant changes in the way dropouts are counted and in the methodology for determining the dropout rate.

- Cumulative membership (that is, the total count of all students who were in membership at any time during the school year) is now used as the denominator for calculating the dropout rate. This will more closely parallel the numerator, which includes all dropouts counted for that school year.
- The dropout recovery process at the state level was expanded to remove dropouts from the count if they:
  - have received a GED certificate and appear on the agency's automated GED file at the time the recovery procedures are run (this will usually occur in March following the fall PEIMS submission);
  - have remained enrolled in public school somewhere in the state, according to the attendance and enrollment data submitted through PEIMS; or
  - have graduated within the last year.

In addition, starting with the 1994 accountability cycle, although a student is reported each time he or she drops out, for accountability purposes, a student is counted only once as a dropout in his or her lifetime. Although dropout information has been collected since 1987-88, this type of recovery will only apply back to 1990-91, because that was the first year that student-level identification data were collected along with the dropout record.

There are several categories of reported dropouts which are not counted in the dropout rate for accountability purposes. These are dropouts identified as: 1) expelled for criminal behavior taking place at school or a school-sponsored event; 2) foreign students returning to their home country; and 3) meeting all graduation requirements except passing exit-level TAAS. The latter two categories are being excluded for the first time as part of the 1996 rating cycle using 1994-95 reported dropouts. Prior year measures will <u>not</u> be adjusted to also remove these categories.

Student ethnicity and socio-economic status for reported dropouts is determined from the PEIMS Submission 1 *enrollment* data. If not found there, these demographics are determined from the PEIMS Submission 1 *dropout* data.

Expected Updates

Throughout 1996, updates to the information provided in this manual concerning the 1996 accountability system will be provided to districts and schools. This information includes:

Comparable Improvement

The agency will publish the *1996 Accountability Manual, Part 2* by May 1, 1996 to provide information on the determination and future application of a TAAS Comparable Improvement measure. At publication time, research was continuing in this area.

Revisions to the Five-Year State Assessment Plan

Any State Board of Education action which modifies the five year assessment plan will be transmitted to school districts via the standard monthly update process to inform districts.

Principal Incentive Program

Information about the Principal Incentive Program will be provided when details of the program are determined.

New Indicators Adopted by the State Board of Education

Any State Board of Education action which adds additional Report-Only Indicators to the Academic Excellence Indicator System will be transmitted to school districts via the standard monthly update process to inform districts. The board will consider adopting an Advanced Placement examination indicator at its April 1996 meeting.

Section X — Appendices

Appendix I — Statutory Requirements

Texas Education Code §39.051. ACADEMIC EXCELLENCE INDICATORS.

(a) The State Board of Education shall adopt a set of indicators of the quality of learning on a campus. The State Board of Education biennially shall review the indicators for the consideration of appropriate revisions.

(b) Performance on the indicators adopted under this section shall be compared to state-established standards. The degree of change from one school year to the next in performance on each indicator adopted under this section shall also be considered. The indicators must be based on information that is disaggregated with respect to race, ethnicity, sex, and socioeconomic status and must include:

(1) the results of assessment instruments required under Subchapter B aggregated by grade level and subject area;

(2) dropout rates;

(3) student attendance rates;

(4) the percentage of graduating students who attain scores on the secondary exit-level assessment instruments required under Subchapter B that are equivalent to a passing score on the test instrument required under Section 51.306;

(5) the percentage of graduating students who meet the course requirements established for the recommended high school program by State Board of Education rule;

(6) the results of the Scholastic Assessment Test (SAT) and the American College Test;

(7) the percentage of students taking end-of-course assessment instruments adopted under Section 39.023(c);

(8) the percentage of students exempted, by exemption category, from the assessment program generally applicable under this subchapter; and

(9) any other indicator the State Board of Education adopts.

(c) Performance on the indicator under Subsection (b)(1) shall be compared to state standards, required improvement, and comparable improvement. The state standard shall be established by the commissioner. Required improvement is defined as the progress necessary for the campus or district to meet state standards and for its students to meet exit requirements as defined by the commissioner. Comparable improvement is derived by measuring campuses and districts against a profile developed from a total state student performance database which exhibits substantial equivalence to the characteristics of students served by the campus or district, including past academic performance, socioeconomic status, ethnicity, and limited English proficiency.

(d) Annually, the commissioner shall define exemplary, recognized, and unacceptable performance for each academic excellence indicator included under Subsections (b)(1) through (6) and shall project the standards for each of those levels of performance for succeeding years.

(e) Each school district shall cooperate with the agency in determining whether a student is a dropout under this section.

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Texas Education Code §39.052. CAMPUS REPORT CARD.

(a) Each school year, the agency shall prepare and distribute to each school district a report card for each campus. The campus report cards must be based on the most current data available disaggregated by student groups. Campus performance must be compared to previous campus and district performance, current district performance, state established standards, and comparable campus group performance.

(b) The report card shall include the following information where applicable:

(1) the academic excellence indicators adopted under Sections 39.051(b)(1) through (8);

(2) student / teacher ratios; and

(3) administrative and instructional costs per student.

(c) The commissioner shall adopt rules for requiring dissemination of appropriate student performance portions of campus report cards annually to the parent, guardian, conservator, or other person having lawful control of each student at the campus. On written request, the school district shall provide a copy of a campus report card to any other party.

Texas Education Code §39.053. PERFORMANCE REPORT.

(a) Each board of trustees shall publish an annual report describing the educational performance of the district and of each campus in the district that includes uniform student performance and descriptive information as determined under rules adopted by the commissioner. The annual report must also include campus performance objectives established under Section 11.253 and the progress of each campus toward those objectives, which shall be available to the public. The annual report must also include the performance rating for the district as provided under Section 39.072(a) and the performance rating of each campus in the district as provided under Section 39.072(c). Supplemental information to be included in the reports shall be determined by the board of trustees. Performance information in the annual reports on the indicators established under Section 39.051 and descriptive information required by this section shall be provided by the agency.

(b) The board of trustees shall hold a hearing for public discussion of the report. The board of trustees shall give notice of the hearing to property owners in the district and parents, guardians, conservators, and other persons having lawful control of a district student. The notification must include notice to a newspaper of general circulation in the district and notice to electronic media serving the district. After the hearing the report shall be widely disseminated within the district in a manner to be determined under rules adopted by the commissioner.

(c) The report must also include a comparison provided by the agency of:

(1) the performance of each campus to its previous performance and to state-established standards;

(2) the performance of each district to its previous performance and to state-established standards; and

(3) the performance of each campus or district to comparable improvement.

(d) The report may include the following information:

(1) student information, including total enrollment, enrollment by ethnicity, economic status, and grade groupings and retention rates;

(2) financial information, including revenues and expenditures;

(3) staff information, including number and type of staff by sex, ethnicity, years of experience, and highest degree held, teacher and administrator salaries, and teacher turnover;

(4) program information, including student enrollment by program, teachers by program, and instructional operating expenditures by program; and

(5) the number of students placed in an alternative education program under Chapter 37.

(e) The State Board of Education by rule shall authorize the combination of this report with other reports and financial statements and shall restrict the number and length of reports that school districts, school district employees, and school campuses are required to prepare.

(f) The report must include a statement of the amount, if any, of the school district's unencumbered surplus fund balance as of the last day of the preceding fiscal year and the percentage of the preceding year's budget that the surplus represents.

Texas Education Code §39.054. USES OF PERFORMANCE REPORT.

The information required to be reported under Section 39.053 shall be:

(1) the subject of public hearings or meetings required under Sections 11.252, 11.253, and 39.053;

(2) a primary consideration in district and campus planning; and

(3) a primary consideration of:

(A) the State Board of Education in the evaluation of the performance of the commissioner;

(B) the commissioner in the evaluation of the performance of the directors of the regional education service centers;

(C) the board of trustees of a school district in the evaluation of the performance of the superintendent of the district; and

(D) the superintendent in the evaluation of the performance of the district's campus principals.

Texas Education Code§ 39.071. ACCREDITATION.

Accreditation of a school district is determined in accordance with this subchapter.

Texas Education Code§ 39.072. ACCREDITATION STANDARDS.

(a) The State Board of Education shall adopt rules to evaluate the performance of school districts and to assign to each district a performance rating as follows:

(1) exemplary (meets or exceeds state exemplary standards);

(2) recognized (meets or exceeds required improvement and within 10 percent of state exemplary standards);

(3) academically acceptable (below the exemplary and recognized standards but exceeds the academically unacceptable standards); or

(4) academically unacceptable (below the state clearly unacceptable performance standard and does not meet required improvement).

(b) The academic excellence indicators adopted under Sections 39.051(b)(1) through (6) shall be the main consideration of the agency in the rating of the district under this section. Additional criteria in the rules may include consideration of:

(1) compliance with statutory requirements and requirements imposed by rule of the State Board of Education under specific statutory authority that relate to:

(A) reporting data through the Public Education Information Management System (PEIMS);

(B) the high school graduation requirements under Section 28.025; or

(C) an item listed in Sections 7.056(e)(3)(C)-(I) that applies to the district; and

(2) the effectiveness of the district's programs in special education based on the agency's most recent compliance review of the district and programs for special populations.

(c) The agency shall evaluate against state standards and shall report the performance of each campus in a district and each open-enrollment charter school on the basis of the campus's performance on the indicators adopted under Sections 39.051(b)(1) through (6).

Texas Education Code § 39.073. DETERMINING ACCREDITATION STATUS.

(a) The agency shall annually review the performance of each district and campus on the indicators adopted under Sections 39.051(b)(1) through (6) and determine if a change in the accreditation status of the district is warranted.

(b) Each annual review shall include an analysis of the indicators under Sections 39.051(b)(1) through (6) to determine district and campus performance in relation to:

(1) standards established for each indicator;

(2) required improvement as defined under Section 39.051(c); and

(3) comparable improvement as defined by Section 39.051(c).

(c) A district's accreditation rating may be raised or lowered based on the district's performance or may be lowered based on the unacceptable performance of one or more campuses in the district.

(d) The commissioner shall notify a district that is rated academically unacceptable that the performance of the district or a campus in the district is below each standard under Subsection (b) and shall require the district to notify property owners and parents in the district of the lowered accreditation rating and its implication.

Texas Education Code §39.074. ON-SITE INVESTIGATIONS.

(a) The commissioner may:

(1) direct the agency to conduct on-site investigations at any time to answer any questions concerning a program, including special education, required by federal law or for which the district receives federal funds; and

(2) raise or lower the performance rating as a result of the investigation.

(b) The commissioner shall determine the frequency of on-site investigations by the agency according to annual comprehensive analyses of student performance and equity in relation to the academic excellence indicators adopted under Section 39.051.

(c)In making an on-site accreditation investigation, the investigators shall obtain information from administrators, teachers, and parents of students enrolled in the district. The investigation may not be closed until information is obtained from each of those sources. The State Board of Education shall adopt rules for:

(1) obtaining information from parents and using that information in the investigator's report; and

(2) obtaining information from teachers in a manner that prevents a campus or district from screening the information.

(d) The agency shall give written notice to the superintendent and the board of trustees of any impending investigation of the district's accreditation.

(e) If an annual review indicates low performance on one or more of the indicators under Sections 39.051(b)(1) through (6) of one or more campuses in a district, the agency may conduct an on-site evaluation of those campuses only.

(f) The investigators shall report orally and in writing to the board of trustees of the district and, as appropriate, to campus administrators and shall make recommendations concerning any necessary improvements or sources of aid such as regional education service centers.

Texas Education Code § 39.075. SPECIAL ACCREDITATION INVESTIGATIONS.

(a) The commissioner shall authorize special accreditation investigations to be conducted under the following circumstances:

(1) when excessive numbers of absences of students eligible to be tested on state assessment instruments are determined;

(2) when excessive numbers of allowable exemptions from the required state assessment are determined;

(3) in response to complaints submitted to the agency with respect to alleged violations of civil rights or other requirements imposed on the state by federal law or court order;

(4) in response to established compliance reviews of the district's financial accounting practices and state and federal program requirements;

(5) when extraordinary numbers of student placements in alternative education programs, other than placements under Sections 37.006 and 37.007, are determined; or

(6) in response to an allegation involving a conflict between members of the board of trustees or between the board and the district administration if it appears that the conflict involves a violation of a role or duty of the board members or the administration clearly defined by this code.

(b) If the agency's findings in an investigation under Subsection (a)(6) indicate that the board of trustees has observed a lawfully adopted policy, the agency may not substitute its judgment for that of the board.

(c) Based on the results of a special accreditation investigation, the commissioner may lower the district's accreditation rating and may take appropriate action under Subchapter G.

Texas Education Code § 39.076. CONDUCT OF INVESTIGATIONS.

(a) The agency shall adopt written procedures for conducting on-site investigations under this subchapter. The agency shall make the procedures available to the complainant, the alleged violator, and the public. Agency staff must be trained in the procedures and must follow the procedures in conducting the investigation.

(b) After completing an investigation, the agency shall present preliminary findings to any person the agency finds has violated a law, rule, or policy. Before issuing a report with its final findings, the agency must provide a person the agency finds has violated a law, rule, or policy an opportunity for an informal review by the commissioner or a designated hearing examiner.

Texas Education Code §39.111. RECOGNITION AND REWARDS. The State Board of Education shall develop a plan for recognizing and rewarding school districts and campuses that are rated as exemplary or recognized and for developing a network for sharing proven successful practices statewide and regionally. The reward may be used to provide educators with summer stipends to develop curricula based on the cited successful strategies. The educators may copyright the curricula they develop.

Texas Education Code §39.112. EXCELLENCE EXEMPTIONS.

(a) Except as provided by Subsection (b), a school campus or district that is rated exemplary is exempt from requirements and prohibitions imposed under this code including rules adopted under this code.

(b) A school campus or district is not exempt under this section from:

(1) a prohibition on conduct that constitutes a criminal offense;

(2) requirements imposed by federal law or rule, including requirements for special education or bilingual education programs; or

(3) a requirement, restriction, or prohibition relating to:

(A) curriculum essential knowledge and skills under Section 28.002 or minimum graduation requirements under Section 28.025;

(B) public school accountability as provided by Subchapters B, C, D, and G;

(C) extracurricular activities under Section 33.081;

(D) health and safety under Chapter 38;

(E) competitive bidding under Subchapter B, Chapter 44;

(F) elementary school class size limits, except as provided by Subsection (d) or Section 25.112;

(G) removal of a disruptive student from the classroom under Subchapter A, Chapter 37;

(H) at risk programs under Subchapter C, Chapter 29;

(I) prekindergarten programs under Subchapter E, Chapter 29;

(J) rights and benefits of school employees;

(K) special education programs under Subchapter A, Chapter 29; or

(L) bilingual education programs under Subchapter B, Chapter 29.

(c) The agency shall monitor and evaluate deregulation of a school campus or district under this section and Section 7.056.

(d) The commissioner may exempt an exemplary school campus from elementary class size limits under this section if the school campus submits to the commissioner a written plan showing steps that will be taken to ensure that the exemption from the class size limits will not be harmful to the academic achievement of the students on the school campus. The commissioner shall review achievement levels annually. The exemption remains in effect until the commissioner determines that achievement levels of the campus have declined.

Texas Education Code Sec. 39.131. SANCTIONS.

(a) If a district does not satisfy the accreditation criteria, the commissioner shall take any of the following actions, listed in order of severity, to the extent the commissioner determines necessary:

(1) issue public notice of the deficiency to the board of trustees;

(2) order a hearing conducted by the board of trustees of the district for the purpose of notifying the public of the unacceptable performance, the improvements in performance expected by the agency, and the sanctions that may be imposed under this section if the performance does not improve;

(3) order the preparation of a student achievement improvement plan that addresses each academic excellence indicator for which the district's performance is unacceptable, the submission of the plan to the commissioner for approval, and implementation of the plan;

(4) order a hearing to be held before the commissioner or the commissioner's designee at which the president of the board of trustees of the district and the superintendent shall appear and explain the district's low performance, lack of improvement, and plans for improvement;

(5) arrange an on-site investigation of the district;

(6) appoint an agency monitor to participate in and report to the agency on the activities of the board of trustees or the superintendent;

(7) appoint a master to oversee the operations of the district;

(8) appoint a management team to direct the operations of the district in areas of unacceptable performance or require the district to obtain certain services under a contract with another person;

(9) if a district has been rated as academically unacceptable for a period of one year or more, appoint a board of managers composed of residents of the district to exercise the powers and duties of the board of trustees; or

(10) if a district has been rated as academically unacceptable for a period of two years or more, annex the district to one or more adjoining districts under Section 13.054 or in the case of a home-rule school district, request the State Board of Education to revoke the district's home-rule school district charter.

(b) If a campus performance is below any standard under Section 39.073(b), the campus is considered a low-performing campus and the commissioner may take any of the following actions, listed in order of severity, to the extent the commissioner determines necessary:

(1) issue public notice of the deficiency to the board of trustees;

(2) order a hearing conducted by the board of trustees at the campus for the purpose of notifying the public of the unacceptable performance, the improvements in performance expected by the agency, and the sanctions that may be imposed under this section if the performance does not improve within a designated period of time and of soliciting public comment on the initial steps being taken to improve performance;

(3) order the preparation of a student achievement improvement plan that addresses each academic excellence indicator for which the campus's performance is unacceptable, the submission of the plan to the commissioner for approval, and implementation of the plan;

(4) order a hearing to be held before the commissioner or the commissioner's designee at which the president of the board of trustees, the superintendent, and the campus principal shall appear and explain the campus's low performance, lack of improvement, and plans for improvement;

(5) appoint a special campus intervention team to:

(A) conduct a comprehensive on-site evaluation of each low-performing campus to determine the cause for the campus's low performance and lack of progress;

(B) recommend actions, including reallocation of resources and technical assistance, changes in school procedures or operations, staff development for instructional and administrative staff, intervention for individual administrators or teachers, waivers from state statute or rule, or other actions the team considers appropriate;

(C) assist in the development of a campus plan for student achievement; and

(D) assist the commissioner in monitoring the progress of the campus in implementing the campus plan for improvement of student achievement;

(6) if a campus has been a low-performing campus for a period of one year or more, appoint a board of managers composed of residents of the district to exercise the powers and duties of the board of trustees of the district in relation to the campus; or

(7) if a campus has been a low-performing campus for a period of two years or more, order closure of the school program on the campus.

(c) The commissioner shall review annually the performance of a district or campus subject to this section to determine the appropriate actions to be implemented under this section. The commissioner must review at least annually the performance of a district for which the accreditation rating has been lowered due to unacceptable student performance and may not raise the rating until the district has demonstrated improved student performance. If the review reveals a lack of improvement, the commissioner shall increase the level of state intervention and sanction unless the commissioner finds good cause for maintaining the current status.

(d) The costs of providing a monitor, master, management team, or special campus intervention team shall be paid by the district.

(e) The commissioner shall clearly define the powers and duties of a master or management team appointed to oversee the operations of the district. At least every 90 days, the commissioner shall review the need for the master or management team and shall remove the master or management team unless the commissioner determines that continued appointment is necessary for effective governance of the district or delivery of instructional services. A master or management team, if directed by the commissioner, shall prepare a plan for the implementation of action under Subsection (a)(9) or (10). The master or management team:

(1) may direct an action to be taken by the principal of a campus, the superintendent of the district, or the board of trustees of the district;

(2) may approve or disapprove any action of the principal of a campus, the superintendent of the district, or the board of trustees of the district;

(3) may not take any action concerning a district election, including ordering or canceling an election or altering the date of or the polling places for an election;

(4) may not change the number of or method of selecting the board of trustees;

(5) may not set a tax rate for the district; and

(6) may not adopt a budget for the district that provides for spending a different amount, exclusive of required debt service, from that previously adopted by the board of trustees.

(f) A special campus intervention team appointed under this section may consist of teachers, principals, other educational professionals, and superintendents recognized for excellence in their roles and appointed by the commissioner to serve as members of a team.

(g) If the commissioner appoints a board of managers to govern a district, the powers of the board of trustees of the district are suspended for the period of the appointment and the commissioner shall appoint a district superintendent. Notwithstanding any other provision of this code, the board of managers may amend the budget of the district.

(h) If the commissioner appoints a board of managers to govern a campus, the powers of the board of trustees of the district in relation to the campus are suspended for the period of the appointment and the commissioner shall appoint a campus principal. Notwithstanding any other provision of this code, the board of managers may submit to the commissioner for approval amendments to the budget of the district for the benefit of the campus. If the commissioner approves the amendments, the board of trustees of the district shall adopt the amendments.

Texas Education Code §21.357. PRINCIPAL PERFORMANCE INCENTIVES.

(a) The commissioner shall design an objective system to evaluate principals that:

(1) is based on types of information available as of January 1, 1995, through the Public Education Information Management System (PEIMS) and the state's public school accountability system;

(2) focuses on gain at a principal's campus and includes a statistical analysis comparing current campus performance to previous performance; and

(3) does not include subjective items.

(b) The governor, with the advice of the commissioner and appropriate educator organizations, shall appoint seven exemplary principals to advise the commissioner in developing the evaluation system required by Subsection (a). This subsection expires September 1, 1996.

(c) From funds appropriated for that purpose, the commissioner may award performance incentives to principals identified through the evaluation system as high-performing. Based on available appropriations, for each fiscal year, a performance incentive may not exceed:

(1) $5,000, for a principal ranked in the top quartile; or

(2) $2,500, for a principal ranked in the second quartile.

(d) This section expires August 31, 2001.

Texas Education Code §11.251. PLANNING AND DECISION-MAKING PROCESS.

(a) The board of trustees of each independent school district shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. The board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

(1) are mutually supportive to accomplish the identified objectives; and

(2) at a minimum, support the state goals and objectives under Chapter 4.

(b) The board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of the district, parents, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. The board shall establish a procedure under which meetings are held regularly by district- and campus-level planning and decision-making committees that include representative professional staff, parents of students enrolled in the district, and community members. The committees shall include business representatives, without regard to whether a business representative resides in the district or whether the business the person represents is located in the district. The board, or the board's designee, shall periodically meet with the district-level committee to review the district-level committee's deliberations.

(c) For purposes of establishing the composition of committees under this section:

(1) a person who stands in parental relation to a student is considered a parent;

(2) a parent who is an employee of the school district is not considered a parent representative on the committee;

(3) a parent is not considered a representative of community members on the committee; and

(4) community members must reside in the district and must be at least 18 years of age.

(d) The board shall also ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The board shall ensure that the district-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision-making at the district and campus levels.

(e) The board shall adopt a procedure, consistent with Section 21.407(a), for the professional staff in the district to nominate and elect the professional staff representatives who shall meet with the board or the board designee as required under this section. At least two-thirds of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus- and district-level professional staff members. Board policy must provide procedures for:

(1) the selection of parents to the district-level and campus-level committees; and

(2) the selection of community members and business representatives to serve on the district-level committee in a manner that provides for appropriate representation of the community's diversity.

(f) The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process.

(g) This section does not:

(1) prohibit the board from conducting meetings with teachers or groups of teachers other than the meetings described by this section;

(2) prohibit the board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision-making;

(3) limit or affect the power of the board to govern the public schools; or

(4) create a new cause of action or require collective bargaining.

Texas Education Code §11.252. DISTRICT-LEVEL PLANNING AND DECISION-MAKING.

(a) Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee established under Section 11.251. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the academic excellence indicators adopted under Section 39.051. The district improvement plan must include provisions for:

(1) a comprehensive needs assessment addressing district student performance on the academic excellence indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs;

(2) measurable district performance objectives for all appropriate academic excellence indicators for all student populations, appropriate objectives for special needs populations, and other measures of student performance that may be identified through the comprehensive needs assessment;

(3) strategies for improvement of student performance that include:

(A) instructional methods for addressing the needs of student groups not achieving their full potential;

(B) methods for addressing the needs of students for special programs, such as suicide prevention, conflict resolution, violence prevention, or dyslexia treatment programs;

(C) dropout reduction;

(D) integration of technology in instructional and administrative programs;

(E) discipline management;

(F) staff development for professional staff of the district;

(G) career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; and

(H) accelerated education;

(4) resources needed to implement identified strategies;

(5) staff responsible for ensuring the accomplishment of each strategy;

(6) timelines for ongoing monitoring of the implementation of each improvement strategy; and

(7) formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.

(b) A district's plan for the improvement of student performance is not filed with the agency, but the district must make the plan available to the agency on request.

(c) In a district that has only one campus, the district- and campus-level committees may be one committee and the district and campus plans may be one plan.

(d) At least every two years, each district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision-making and planning to ensure that they are effectively structured to positively impact student performance.

(d-1) The first evaluation under Subsection (d) shall be performed not later than September 30, 1995. This subsection expires January 1, 1996.

(e) The district-level committee established under Section 11.251 shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual district performance report from the agency for the purpose of discussing the performance of the district and the district performance objectives. District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the district-level committee. This section does not create a new cause of action or require collective bargaining.

(f) A superintendent shall regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program.

Texas Education Code §11.253. CAMPUS PLANNING AND SITE-BASED DECISION-MAKING.

(a) Each school district shall maintain current policies and procedures to ensure that effective planning and site-based decision-making occur at each campus to direct and support the improvement of student performance for all students.

(b) Each district's policy and procedures shall establish campus-level planning and decision-making committees as provided for through the procedures provided by Sections 11.251(b)-(e).

(c) Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations.

(d) Each campus improvement plan must:

(1) assess the academic achievement for each student in the school using the academic excellence indicator system as described by Section 39.051;

(2) set the campus performance objectives based on the academic excellence indicator system, including objectives for special needs populations;

(3) identify how the campus goals will be met for each student;

(4) determine the resources needed to implement the plan;

(5) identify staff needed to implement the plan;

(6) set timelines for reaching the goals; and

(7) measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.

(e) In accordance with the administrative procedures established under Section 11.251(b), the campus-level committee shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The campus-level committee must approve the portions of the campus plan addressing campus staff development needs.

(f) This section does not create a new cause of action or require collective bargaining.

(g) Each campus-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual campus rating from the agency to discuss the performance of the campus and the campus performance objectives. District policy and campus procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

(h) A principal shall regularly consult the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program.

Appendix II — Commissioner's Rules

Statute requires the commissioner of education to adopt rules governing the reports required by Chapter 39 of the *Texas Education Code*. The rules, revised in 1995, related to the School Report Card and AEIS reports are provided in this appendix.

School Report Card

Chapter 61. School Districts
Subchapter BB. Commissioner's Rules on Reporting Requirements,

§61.1021. School Report Cards.

(a) The campus report card disseminated by the Texas Education Agency (TEA) under the *Texas Education Code*, §39.052, shall be termed the "school" report card (SRC).

(b) The intent of the SRC is to inform each student's parents or guardians about the school's performance and characteristics. Where possible, the SRC will present the school information in relation to the district, the state, and a comparable group of schools. The SRC will present the student, staff, financial, and performance information required by statute, as well as any explanations and additional information deemed appropriate to the intent of the report.

(c) The SRC must be disseminated within six weeks after it is received from TEA.

(d) The campus administration may provide the SRC in the same manner it would normally transmit official communications to parents and guardians, such as: including the SRC in a weekly folder sent home with each student, mailing it to the student's residence, providing it at a teacher-parent conference, or enclosing it with the student report card.

(e) The school may not alter the report provided by TEA; however, it may concurrently provide additional information to the parents or guardians that supplements or explains information in the SRC.

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Chapter 61. School Districts
Subchapter BB. Commissioner's Rules on Reporting Requirements

§61.1022. Academic Excellence Indicator System.

(a) The performance report provided by the Texas Education Agency (TEA) under the *Texas Education Code*, §39.052, shall be termed the Academic Excellence Indicator System (AEIS) report.

(b) The intent of the AEIS is to inform the public about the educational performance of the district and of each campus in the district in relation to the district, the state, and a comparable group of schools. The AEIS report will present the campus performance information as well as student, staff, and financial information required by statute. It will also include any explanations and additional information deemed appropriate to the intent of the report.

(c) The hearing for public discussion of the AEIS report must be held within 90 days after the report is received from TEA.

(d) The AEIS report must be published within two weeks of the hearing for public discussion. It must be published in the same format as it was received from TEA.

(e) The district may not alter the report provided by TEA; however, it may concurrently provide additional information to the public that supplements or explains information in the AEIS report.

(f) The local board of trustees shall disseminate the report by posting it in public places, such as each school office, local businesses, and public libraries.

Appendix III — Who to Call with Questions

RESC Contacts

Representatives from each of the Regional Educational Service Centers (ESCs) will be invited to review sessions on the accountability system in late spring 1996. If you have questions about the accountability system, please call your ESC. The trained representatives will be able to respond more quickly to your concerns than will Texas Education Agency staff. All questions which cannot be answered by ESC staff will be referred to the agency. To provide consistency in the information provided, all ESCs will be provided with regular updates on frequently asked questions and answers.

ESC Region	Location	Telephone	Fax
1	Edinburg	(210) 383-5611	(210) 383-3524
2	Corpus Christi	(512) 883-9288	(512) 883-3442
3	Victoria	(512) 573-0731	(512) 576-4804
4	Houston	(713) 462-7708	(713) 744-6514
5	Beaumont	(409) 838-5555	(409) 833-9755
6	Huntsville	(409) 295-9161	(409) 295-1447
7	Kilgore	(903) 984-3071	(903) 984-9518
8	Mt. Pleasant	(903) 572-8551	(903) 572-8203
9	Wichita Falls	(817) 322-6928	(817) 767-3836
10	Richardson	(214) 231-6301	(214) 231-3642
11	Ft. Worth	(817) 625-5311	(817) 625-5310
12	Waco	(817) 666-0707	(817) 666-0823
13	Austin	(512) 919-5313	(512) 919-5302
14	Abilene	(915) 675-8600	(915) 675-8659

RESC Contacts (cont.)

ESC Region	Location	Telephone	Fax
15	San Angelo	(915) 658-6571	(915) 658-6571
16	Amarillo	(806) 376-5521	(806) 373-3432
17	Lubbock	(806) 792-4000	(806) 793-4803
18	Midland	(915) 563-2380	(915) 567-3290
19	El Paso	(915) 779-3737	(915) 775-6537
20	San Antonio	(210) 299-2400	(210) 299-2423

TEA Contacts

Questions about district performance data may be directed to agency staff. Phone numbers for appropriate divisions are provided.

Subject	Division	Telephone	Fax
Accountability Ratings	Performance Reporting	(512) 463-9704	(512) 475-3584
AEIS / School Report Card	Performance Reporting	(512) 463-9704	(512) 475-3584
Alternative Education	Non-Traditional School Accountability and Development	(512) 463-9716	(512) 463-3665
College Admissions Results	Research and Evaluation	(512) 463-9701	(512) 475-3499
Dropout Rates	Research and Evaluation	(512) 463-9701	(512) 475-3499
On-site Investigations	Accreditation	(512) 463-9663	(512) 475-3665
PEIMS Data	Technical Support	(512) 463-9800	(512) 475-3664
Ratings Appeals	Policy Planning and Research	(512) 463-9701	(512) 475-3499
TAAS Data	Student Assessment	(512) 463-9536	(512) 463-9302

Appendix IV — Acknowledgments

Many people have contributed to the development of this edition of the *Accountability Manual*. The project staff wish to thank these individuals for their expert advice and prompt review of our materials. Their comments greatly enhanced the accuracy and format of the document.

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Nancy Stevens	Division of Research and Evaluation
Betty Weed	Division of Performance Reporting

Accountability Advisory Group

A number of representatives from legislative offices, education service centers, school districts, and the business community participated in resolving many issues critical to the Accountability System. An advisory group to the commissioner met in August and November 1995 to discuss issues related to finalizing the 1996 standards, improvement measure issues, and the phase-in of new indicators. We appreciate the efforts these individuals made to tackle tough problems creatively and fairly:

Legislative Staff

Margaret LaMontagne, Senior Advisor, *Governor's Office*
David Dunn, Manager, Public Education, *Legislative Budget Board*
Patrick Francis, *Office of the Lieutenant Governor*
Shari Shivers, *Office of the Speaker of the House*

School District Representatives

Rod Paige, Superintendent, *Houston ISD*
* Mike Strozeski, Director of Research, *Garland ISD*
* William Webster, Research, Planning and Evaluation, *Dallas ISD*
* Carl Shaw, Director of Research, *Fort Worth ISD*
* David Splitek, Associate Superintendent for Instructional Services, *San Antonio ISD*
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Sandy Kress, School Board President, *Dallas ISD*
Bill Miller, School Board President, *Lubbock ISD*

Other Representatives

Johnny Veselka, Executive Director, Texas Association of School Administrators
Jim Crow, Executive Director, Texas Association of School Boards
Dan Casey, Assistant Executive Director of Research and Development, Texas Association of School Boards
* Orbry Holden, Educational Productivity Council, University of Texas at Austin
* John Stevens, Director, Texas Business and Education Coalition
Darv Winick, Winick & Associates

* *Member of Comparable Improvement Focus Group*

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Other Advisory Groups

Two additional groups orchestrated regional review of the accountability system issues and provided periodic review of the accountability system as it evolved.

Commissioner's TASA Cabinet of Superintendents

James Lehman, *Weslaco ISD*
Mary Jane Garza, *Lyford ISD*
Jim Weeks, *Mathis ISD*
Dwight Winkler, *Cuero ISD*
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Jack Crain, *West ISD*
Susan Holley, *China Springs ISD*
Lawrence Lane, *Llano ISD*
Roger Huber, *Anson ISD*
Arthur (Skip) Casey, *Coleman ISD*
Dawson Orr, *Pampa ISD*
Robert Ryan, *Seminole ISD*
Jack Clemmons, *Monahans-Wickett-Pyote ISD*
Jerry Barber, *Soccoro ISD*
Stan Paz, *El Paso ISD*
Anthony Constanzo, *East Central ISD*
Johnny Veselka, *Texas Association of School Administrators*

Education Service Center Executive Directors

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Vernon Stokes, *Region XVIII*
Michael Hinojosa, *Region XIX*
Judy Castleberry, *Region XX*

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